



**School of Medicine
and Public Health**
UNIVERSITY OF WISCONSIN-MADISON



Office of Global Health
UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH

Capstone Certificate in Global Health Online

Academic Policies and Procedures
Handbook
2024-2025

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PROGRAM OVERVIEW

Role of the Handbook

This handbook is intended for capstone students who are pursuing the Certificate in Global Health Online. The home department for this certificate is the Department of Academic Affairs at the University of Wisconsin-Madison (UW-Madison) School of Medicine and Public Health (SMPH) and is administered by the Office of Global Health within that department. The curriculum and policies described in this handbook have been approved by the SMPH. Program requirements may change over time; however, **students must meet the requirements in effect when they enter the program.** (Exceptions may be granted in consultation with the program director.) 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 OGH website: <https://ogh.med.wisc.edu/graduate-professional-capstone-certificates-in-global-health-online/>.

Program Description

The Capstone Certificate in Global Health Online is designed to advance knowledge and skills among capstone students from any personal and/or professional background who have a bachelor's degree from an accredited institution and an interest in global health.

The certificate curriculum focuses on global health topics and health issues that transcend national boundaries, with an emphasis on lower-middle income populations. Although "global health" is often equated with issues happening internationally, a global lens can also be effectively applied to topics of health and well-being in Wisconsin and other parts of the United States. This global-to-local philosophy is important to the program and ensures that the learning that takes place in the certificate will be applicable to professionals no matter where they ultimately work or volunteer.

What will you learn?

- Historical and contemporary issues of global health
- How global health activities are governed and financed
- Different health system models globally
- How to use global health statistics to profile the health of a country

- Challenges and options for control of the major infectious and non-infectious disease threats in the world today
- How to effectively, ethically, and respectfully engage with communities in culturally appropriate ways

What will you gain?

- Knowledge and skills that equip you to address health challenges and disparities that transcend national boundaries, with an emphasis on lower-middle income settings and underserved populations and in a context of cultural diversity at home and abroad
- Ability to collaborate with partners to help lead advances in global health, from small local projects to multi-disciplinary, multi-sectoral initiatives to enhance the health and well-being of individuals, families and communities around the world.

Certificate program highlights:

- Tailored to the needs of special students who want to advance their knowledge and skills in global health
- Partially asynchronous, online courses that provide global health knowledge across a wide breadth of topics and potential areas of personal interest
- Instructors who are health professionals with decades of global health experience and connections all around the world
- Opportunities to work with faculty and on-site mentors to complete a culminating field experience and understand disease, health, and well-being through multiple lenses. Capstone certificate students have the option of completing a structured, in-depth analysis of a contemporary global health issue in place of an actual field experience if fieldwork is not possible (due, for instance, to family/childcare commitments, work commitments, impediments to travel in their home country, financial constraints, etc.).

Certificate Program Learning Objectives

Learning objectives for the Capstone Global Health Certificate Online

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).

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

Ann Evensen, MD

Certificate Program Director & Faculty Advisor

ann.evensen@fammed.wisc.edu

Betsy Teigland, Programs Coordinator

teigland@wisc.edu

James H. Conway, MD

Program Advisor & Director, SMPH Office of Global Health

jhconway@wisc.edu

Program Completion Expectations

Though it is technically possible to complete the certificate's course of study in one year, capstone certificate students, who are often meeting the demands of full- or part-time work while simultaneously pursuing the certificate, should generally allow two to three years to finish the program. It is expected that students will complete the certificate in no more than 4 years.

CURRICULUM

Course Registration/Enrollment

The 11 graduate credit curriculum includes five two-credit online courses that are partially asynchronous to optimize flexibility for students, plus a mentored field experience. All five of the two-credit online courses require permission of the instructor to enroll. **To request enrollment, 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. Currently it is anticipated all courses will be offered in the spring and fall semesters. Certificate courses are not typically offered during summer sessions. (Frequency of course offerings will be partially dependent on student needs and enrollment numbers.)

Online Course Requirements (10 credits)

PUBLHLTH 710 (2 cr.)

“Introduction to Global Health: History, Current Issues, and Health Statistics”

OFFICIAL COURSE DESCRIPTION

Provides opportunities that facilitate learning in the areas of global health history and contemporary issues; global health frameworks, policies, and assessing and critically evaluating data; the socioecological model for global health, health equity and disparities; and, global health communication. Presumes some background and understanding of basic principles of health and addresses topics at a graduate level.

Learning Outcomes

After completion of this course, students should be able to:

1. Compare and contrast the current definitions of “global health” from both historical perspectives and usefulness in addressing today’s major global health challenges.
2. Critique the concept that global-local-global continuum thinking can positively impact contemporary problems that affect populations both locally and abroad.
3. Evaluate commonly used global health frameworks (e.g., Alma Atta, MDGs/SDGs) for the likelihood that they will positively impact health in the next 20 years.
4. Debate whether ‘Health as a Human Right’ should be explicitly present in the Sustainable Development Goals.
5. Analyze the intersections of data and policy for their impacts on health outcomes.

6. Assess the importance and challenges of accurate surveillance data in designing policy interventions.
7. Explain social determinates of health and health equity obstacles within global health trends (e.g. urbanization, globalization) and outcomes (global health disparities).
8. Defend the opinion that the Social Ecological Model of well-being can be applied to the field of global health.
9. Evaluate the roles of at least three organizations in maximizing health security and effective health communications.
10. Analyze whether social marketing can not only communicate health information but also improve outcomes.

PUBLHLTH 711 (2 cr.)

"Global Public Health and Healthcare Systems: Organizations, Governance, Financing, and Workforce"

OFFICIAL COURSE DESCRIPTION

Provides opportunities that facilitate learning in the areas of global health systems, organizations, governance, and financing; global health security; emergency medical services and injury epidemiology; health in complex emergencies; and health issues in refugee, immigrant, and internally displaced persons. Presumes some background and understanding of basic principles of health and addresses topics at a graduate level.

Learning Outcomes

After completion of this course, students should be able to:

1. Analyze successful & unsuccessful global public health systems using at least five key components
2. Discuss the overlapping roles and governance structures of global health development and oversight organizations (e.g., World Health Organization, World Bank), NGOs (e.g., MSF: Médecins San Frontières) and governments (e.g., Ministries of Health, USAID: United States Agency for International Development)
3. Evaluate the ten action packages established by the Global Health Security Agenda (GHSA) for their potential abilities to enhance health and well-being around the world
4. Prioritize the ten action core principles of the Global Health Security Agenda 2024 framework for their role in addressing one global health issue of your choosing

5. Compare and contrast the abilities of different Global Emergency Medical Services and Emergency Health Systems to decrease the burden of disease of injury worldwide
6. Defend the concept that conflict, terrorism and natural disasters have a greater impact on the health of immigrant and displaced people than on more stable populations
7. Explain the challenges to the successful implementation of disaster management planning and response
8. Recommend and defend at least three ways that "brain drain" in global health workforce could be reduced
9. Explain how interprofessional collaboration impacts global workforce development

PUBLHLTH 712 (2 cr.)

"Global Health: Infectious Diseases, One Health, and Prevention Strategies"

OFFICIAL COURSE DESCRIPTION

Provides opportunities that facilitate learning in the areas of communicable disease surveillance, prevention strategies, and management, including HIV/AIDS, tuberculosis, malaria; dengue and other vector borne diseases; neglected tropical diseases; vaccine preventable diseases; One Health and zoonotic diseases; novel disease emergence; WASH programs (water, sanitation, and hygiene); and bioterrorism. Presumes some background and understanding of basic principles of health and addresses topics at a graduate level.

Learning Outcomes

After completion of this course, students should be able to:

- 1) Examine how the epidemiology of HIV/TB/malaria and challenges in the management of these diseases impact the effectiveness of control strategies.
- 2) Analyze how the unique features of vector borne diseases and parameters of climate change impact control strategies.
- 3) Evaluate the historical and current impacts of immunizations on the epidemiology of vaccine preventable diseases
- 4) Analyze the historical factors and current drivers of vaccine hesitancy and evaluate potential strategies to manage this public health challenge
- 5) Debate the concept that disparities in resources are the primary driver of the epidemiology of Neglected Tropical Diseases
- 6) Differentiate the roles of animals in the primary patterns of "zoonotic diseases" transmission between humans and animals

- 7) Compare and contrast the different communicable disease surveillance methodologies
- 8) Explain the characteristics of pathogens that are needed to make them bioterrorism weapons
- 9) Evaluate the factors that have led to the rise of antimicrobial resistance and the role of antimicrobial stewardship and infection control techniques for prevention
- 10) Explain how the following communicable disease transmission patterns differ from one another: "endemic," "epidemic," "pandemic," and "outbreak"
- 11) Defend the role of one of the following in the origins of emerging and novel pathogens: pathogen evolution; human behavior; inadequate public health infrastructure; or, ecological factors.

PUBLHLTH 713 (2 cr.)

"Global Health: Non-communicable Diseases, Poverty, Environmental Health, and Food Security"

OFFICIAL COURSE DESCRIPTION

Provides opportunities that facilitate learning in the areas of globally important non-communicable diseases, including but not limited to type 2 diabetes, hypertension, and developmental and acquired disabilities; the global epidemiology of non-communicable diseases; health determinants and indigenous health beliefs and practices; mental health and wellness, including interpersonal violence and opioid abuse; and, food security, nutrition, and obesity. Presumes some background and understanding of basic principles of health and addresses topics at a graduate level.

Learning Outcomes

After completion of this course, students should be able to:

1. Compare and contrast the principles of demographic transition, epidemiologic transition and nutrition transition.
2. Analyze the role of five categories of social determinants of health in the development and successful management of non-communicable diseases.
3. Predict ways in which traditional medical beliefs/practices could positively and negatively affect health outcomes for a non-communicable disease.
4. Categorize how the challenges of prevention, diagnosis, management and cure are the same or different for communicable and non-communicable diseases.
5. Defend the statement that the "dual burden of disease" reduces the capacity of low-resource health systems to improve public health outcomes.
6. Assess the challenges that both types of malnutrition (over-nutrition, under-nutrition) pose for the health and well-being of individuals, communities and nations.

7. Justify the fundamental relationship between mental health and overall wellbeing, including an evaluation of how societal norms, the legal system and the pharmaceutical supply chain affect the management of mental health.

PUBLHLTH 714 (2 cr.)

"Global Health Field Work Fundamentals: Engagement, Ethics, Policy, and Methods"

OFFICIAL COURSE DESCRIPTION

Provides opportunities that facilitate learning in the areas of global health studies, engagement, and health data; ethics of global health engagement and international aid; global health research and quality improvement, including human subjects research and the IRB processes; and international travel planning. Presumes some background and understanding of basic principles of health and addresses topics at a graduate level.

Learning Outcomes

After completion of this course, students should be able to:

1. Examine how international health statistics can be used to effectively describe the wellbeing of communities
2. Develop a framework of ethical considerations for grants and partnerships between HICs and LMICs
3. Analyze the relationship that power disparities can have in promoting inequalities
4. Evaluate the impact of systems, research methods and regulations in the complex framework of global health
5. Recommend and prioritize components of pre-travel planning for international work, including considerations for how to avoid common problems while abroad
6. Justify the concepts that culture is a very significant factor for effectively working in a global setting and that biases can negatively impact effective communication

Field Experience Requirement (1 credit)

Capstone students have three options to fulfill their field experience requirement:

- 1) they may take a faculty-led interdisciplinary group field course administered by the UW-Madison Office of International Academic Programs (IAP)
- 2) they may choose to design an independent field experience at the site of their choice (with approval of an academic advisor and the Certificate Program Director); or

- 3) they may complete a structured independent study in-depth analysis of a contemporary global health issue (PUBLHLTH 715) in place of an actual field experience if fieldwork is not possible (due, for instance, to family/childcare commitments, work commitments, impediments to travel in their home country, financial constraints, etc.)

Field Course/Experience Objectives:

- Gain greater awareness about global health through exposure to a specific 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 backgrounds, countries, and/or cultures
- Deepen understanding of how diversity (including but not limited to socio-economic, racial, ethnic, cultural, political) affects health
- Make specific contributions to a health-related project, service, or study

Please note: PUBLHLTH 714 must be completed prior to taking part in a faculty-led field course, an independent field experience, or completing PUBLHLTH 715.

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 \$2000 to \$5000+, including program fees, travel, UW-Madison tuition, and in-country living expenses.

OPTION 1 - Faculty-led Field Courses:

Sites include India, Thailand, and Ecuador, though all sites may not be active every year; courses in 2024-25 will be dependent upon restrictions related to the COVID-19 pandemic and/or other travel and safety issues. Please visit the SMPH Office of Global Health website for more information on these [graduate-level interdisciplinary field courses](#). This site will link you to the details of the specific courses on the IAP website. Please note that the deadline for applying for the summer session courses is typically the first Friday in December each year. The deadline for courses held in between fall and spring semester is yet to be determined, but likely to be early fall. **In addition to completing PUBLHLTH 714, site-specific orientation will be required by all students taking part in a faculty-led global health field course.**

Upon completion of faculty-led field experiences, all students must submit to the Certificate program office:

1. Summary of reflections on the field course–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. This may take the form of a self-reflection journal kept throughout the field course pursuant to the requirements of the individual field course, or if a journal was not kept, students should use the template provided in Attachment A.
2. Evaluation of the student by the faculty-led field course instructor (see, Attachment B)
Presentation and/or project report required of the field experience
3. Depending on the specific field experience, a final report, PowerPoint presentation or paper may be required. Please speak with your field experience leader about the requirement for your course.

OPTION 2 - Independent Field Experiences:

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 on an issue/topic of particular interest to a student and usually take place in a country outside the U.S. where that issue can effectively be addressed but may also be carried out among an international/underserved population in the United States. 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. Students will 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 chosen faculty advisor and the Certificate Program Director. ***Please see Appendix for more detailed information.***

Purely clinical global health experiences 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 of importance in a global health context.

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).

Please note: 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 and at least 12 weeks prior to planned departure.

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

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

OPTION 3 - In-depth analysis of a contemporary global health issue (PUBLHLTH 715)

If fieldwork is not possible (due, for instance, to family/childcare commitments, work commitments, impediments to travel in their home country, financial constraints, etc.), please consult with the Certificate Program Director about this option.

SATISFACTORY PROGRESS

It is expected that all students will complete the Capstone Certificate in Global Health Online in no more than 4 years.

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

- earn a grade of C or better in A-F graded certificate courses and Satisfactory in Satisfactory/Unsatisfactory graded certificate courses.

Grades of Incomplete, Unsatisfactory, below a C (for A-F graded courses) 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. **Students may not elect to take an A-F graded course Satisfactory/Unsatisfactory for credit toward the certificate.**

For any course in which a student earns a grade below a C (or an Unsatisfactory), the course must be repeated. Courses may only be repeated once. Failure to receive a C or higher (or a Satisfactory) in the repeated course may result in dismissal from the program. Students must do all the work in the repeated course, including completing all assignments, taking examinations, writing papers, and participating in any synchronous activities. The course will count only once toward meeting credit requirements for the Certificate 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.

Graduate Assistantships and Enrollment in Courses/Programs Outside of the Capstone Certificate in Global Health Online

The UW campus has adopted a policy regarding graduate students enrolled in 131 programs (this includes the Capstone Certificate in Global Health Online) who are ALSO pursuing graduate assistantships ([UW-1029](#) The Graduate Assistantship Policy for Students Enrolled in Academic Programs Approved for Service-Based Pricing).

Please note:

- 1) students enrolled in this Capstone program are NOT eligible to receive tuition remission from graduate assistantship appointments at the UW.
- 2) Students in this Capstone program may NOT take courses outside the prescribed curriculum without faculty advisor and program director approval.

- 3) Students in this Capstone program CANNOT enroll concurrently in other undergraduate, graduate or certificate programs.
- 4) If you have questions about this policy, please contact Ms. Alissa Oleck [Professional Degrees & Certificates](#), Assistant Dean at alissa.oleck@wisc.edu

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 Programs Online 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.

The Office of Student Conduct and Community Standards maintains detailed guidance on student rights and responsibilities related to learning in a community that is safe and fosters integrity and accountability. You are responsible for keeping aware of their policies and procedures, found at the following page: conduct.students.wisc.edu This includes information about Academic and Nonacademic Misconduct.

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 2.0 or better in courses counting for credit toward the certificate
- maintain a cumulative grade-point average (GPA) of 2.00 (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 Satisfactory in Satisfactory/Unsatisfactory graded certificate courses.

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 Chapter UWS 14 Student Academic Disciplinary Procedures

https://docs.legis.wisconsin.gov/code/admin_code/uws/14)

Additional Information Regarding Academic and Nonacademic Misconduct:

University of Wisconsin System: Chapter UWS 14: Student Academic Disciplinary Procedures:

docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf

University of Wisconsin System: Chapter UWS 17: Student Non-Academic Disciplinary Procedures:

docs.legis.wisconsin.gov/code/admin_code/uws/17

University of Wisconsin System: Chapter UWS 18: Conduct on University Lands:

docs.legis.wisconsin.gov/code/admin_code/uws/18.pdf

Office of Student Conduct and Community Standards: Academic Integrity and Misconduct:

conduct.students.wisc.edu/

Office of Student Conduct and Community Standards: Academic Misconduct Flowchart:

conduct.students.wisc.edu/academic-misconduct/

<https://conduct.students.wisc.edu/academic-misconduct/#process>

Graduate School Policies & Procedures: Misconduct, Academic:

<https://policy.wisc.edu/library/Info-112>

Graduate School Academic Policy & Procedure: Misconduct, Non-Academic:

policy.wisc.edu/library/Info-113

conduct.students.wisc.edu/nonacademic-misconduct

Research Misconduct

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. 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.

Additional Information Regarding Responsible Conduct of Research:

Graduate School Policies & Procedures - Responsible Conduct of Research

grad.wisc.edu/documents/responsible-conduct-of-research

Office of the Vice Chancellor for Research and Graduate Education - Research Ethics:
research.wisc.edu/respolcomp/resetethics/
research.wisc.edu/compliance-policy

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

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

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

kb.wisc.edu/gsadminkb/topics.php?c=2506&l=5&a=d

RESOLUTION OF PROGRAM STUDENT GRIEVANCES

(Adapted from the UW-Madison SMPH Health Profession Programs Student Grievances Policy and Program Grievance Procedure <https://policy.wisc.edu/library/SMPH-8020>)

Graduate/Professional/Capstone Certificate in Global Health Program Online 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 Online Program Faculty 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 Online, with a copy in the student's secure record.

APPEALS PROCESS

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

Students in the Graduate/Professional/Capstone Certificate in Global Health Program Online 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." <https://policy.wisc.edu/library/SMPH-8060>

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: 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 <https://www.uhs.wisc.edu/survivor-resources/>.

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: 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: youthsafety.wisc.edu/report-child-abuse/.

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: doso.students.wisc.edu/report-an-issue/bias-or-hate-reporting/.

Human Resources Hostile and Intimidating Behavior Website
hr.wisc.edu/hib

Appendix

Capstone Certificate in Global Health Online Guidelines for Global Health Independent Field Experiences

Updated May 8, 2024

Certificate students may 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 on an issue/topic of particular interest to a student and usually take place in a country outside the U.S. where that issue can effectively be addressed 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. Students must identify both a UW-Madison academic advisor and a local site preceptor.

PUBLHLTH 714 must be completed prior to undertaking an independent field experience.

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

Students should develop a global health topic of interest and begin site selection by considering locations where local health issues will provide a learning environment related to their topic. Students should learn about the health status of their chosen country/site; international organizations and programs already working on their 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 SMPH Office of Global Health website, (<https://ogh.med.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 <https://internationaltravel.wisc.edu/> and the information below for more details.

- **Travel to Warning List Countries**

All UW–Madison students are subject to UW Madison’s “[International Travel Policy](#)”. This policy precludes university-affiliated student travel to locations under a current U.S. Department of State (DoS) Level 3 or Level 4 advisory designation; those specifically designated as a “travel warning” location by the Provost; or, that is under a Centers for Disease Control and Prevention (CDC) Warning Level 3 notice.

The U.S. State Department Travel Warning list can be found at:

<https://travel.state.gov/content/travel/en/traveladvisories/traveladvisories.html/>

Students who wish to pursue study in locations listed on one of these warning lists can seek exemption by submitting a waiver request: [Travel Warning Waiver Request Form](#).

Students are encouraged to work with their project mentors and local collaborators to develop a detailed proposal that explains how they will mitigate the risks identified in the relevant warning, and detailed contingency plans to manage unexpected challenges. A letter of support from the advisor is also required.

These requests are processed through the SMPH Office of Global Health, and we recommend submission at least 12 weeks prior to the planned study. The request will be reviewed by a committee of SMPH faculty (SMPH Travel Safety Committee) and if approved, then reviewed by the University International Travel Committee and the Office of the International Safety & Security Director. 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. Students are discouraged from purchasing airline tickets or any other related financial transfers prior to formal approval. For more information, please contact Betsy Teigland (teigland@wisc.edu, 1191F HSLC).

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

- **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 work with the Certificate Director to prepare a field experience proposal.
- The proposal 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 basic information about the location country and the proposed dates for the experience.
- 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.
- *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*
- ***Note: purely clinical global health experiences 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 of importance in a global health context.***

- **Contact Programs Coordinator Regarding 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 4 months ahead of departure for the field site**).

Note: Do not purchase plane tickets or make other non-refundable arrangements until the affiliation agreement is in place & travel has been approved.

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

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). **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 and those of the university at-large); demonstrate culturally appropriate professional and personal behavior in all activities during the field experience

UW 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; 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.

Administrative Requirements to be Completed Prior to Beginning the Field Experience

Independent field experiences are administered by the SMPH Office of Global Health. Please contact Betsy Teigland, teigland@wisc.edu to request an "International Program Information & Approval Packet".

Students planning an independent field course should plan to meet with Dr James Conway, Director of the Office of Global Health, to discuss travel planning and safety issues **4-6 months in advance**. Students should meet with Dr Ann Evensen to discuss project ideas **4-6 months in advance**.

For independent field experiences, students must submit the following information and forms (forms are contained in the " International Program Information & Approval 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
Note: Do not purchase plane tickets or make other non-refundable arrangements until you have submitted this letter as it is MANDATORY to receive authorization to travel.
- 5) Contact Information
- 6) CISI (insurance **REQUIRED** by the **UW System**) - Contact Betsy Teigland in the SMPH Office of Global Health office to ensure that CISI enrollment is through the correct unit.
- 7) Health Self-Assessment
- 8) Statement of Responsibility
- 9) Copy of airline itinerary
- 10) Copy of passport photo/signature page (Plan ahead: your passport must be valid for at least 6 months past your anticipated date of return to the United States. Also ensure you have a valid VISA if a VISA is required for the country[ies] to which you will be traveling *or transiting through*.)

Academic Components to Submit after the Field Experience

The Programs Coordinator of the Certificate in Global Health Online 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 independent study course credit for the experience.

- **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 is not kept, students should use the template provided in **Attachment A**.
- **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.)
- **Site evaluation:** Students are asked to fill out an evaluation of the field experience site. This is particularly useful to the program in advising future students on potential field sites. (See **Attachment C** for the site evaluation form.)
- **Reference-cited field experience report:** Students are required to prepare a summary report about the field experience. Whenever possible this report should be shared with international colleagues in addition to being submitted to the UW-Madison faculty advisor and the Certificate Programs Coordinator.
 - The written report should be approximately five pages in length (not including the references) and should include a concise summary of project objectives and outcomes of the field experience, with background information about the site and its health status as is appropriate to the topic.

- The student should include reference citations 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.

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 \$2000 to more than \$4000, including program fees, travel, UW-Madison tuition, and in-country living expenses.

Attachments below:

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 (continues next page)

	5 Points	3 Points	1 Point
Responded to Questions	Addresses all of the questions. Draws on previous course material and/or past experiences, and links this information to the current field experience.	Responds to most of the questions. Draws some from previous course material and/or past experiences and makes some links to the current field experience.	Responds to only a few questions. Does not bring in previous course material and/or past experiences and does not link these to the current field experience.
Synthesis of learning	Demonstrates strong synthesis of new learning and past experiences.	Identifies new learning, but demonstrates minimal synthesis to past experiences.	Limited recognition of new learning and no synthesis to prior knowledge.
Reflection of knowledge	Reflects on past experiences, knowledge, lectures, and current field experiences and learning.	Some reflection on past experiences, knowledge, lectures, and current field experiences.	Little to no reflection on past experiences, knowledge, lectures, and current field experiences.

<p>Identification of areas for personal growth</p>	<p>Identifies strengths, misconceptions, questions, and weaknesses to result in a thoughtful statement of areas for growth.</p>	<p>Identifies some strengths, misconceptions, questions, and weaknesses, but does not prepare a well-thought-out statement of areas for growth.</p>	<p>Does not identify strengths, misconceptions, questions, and weaknesses; does not present a statement of areas for growth.</p>
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These guidelines were adapted from the following resources:

- California Health Advocates, <https://training.gcadv.org/Documents/ViewDocument/83>
- Jeanan Yasiri, Consumer and Community Collaboration, University of Wisconsin
- E.L. Skip Knox, History of Western Civilization at Boise State University

**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

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

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

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

Signature of the Preceptor: _____

Date: _____

Attachment C
Student's Evaluation of Field Experience Site
UW-Madison 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)*

5-Very Satisfied; 4-Satisfied; 3-Neither Satisfied nor Dissatisfied; 2-Dissatisfied; 1-Very Dissatisfied

NA-Not Applicable

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

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

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

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

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

Signature: _____ Date: _____