



About The Course

Most global health experiences are safe and effective, however without proper preparation and debriefing, problems can occur. This is a 3-part timeline-based course designed to help you prepare for a global health learning, work, or volunteer experience that is safe, culturally sensitive, and maximizes benefit to both you and the host population you're visiting. It has been created by a diverse team of experts who are passionate about global health and have come together to share their experiences and advice.

The 3 parts of *The Practitioner's Guide to Global Health* are:

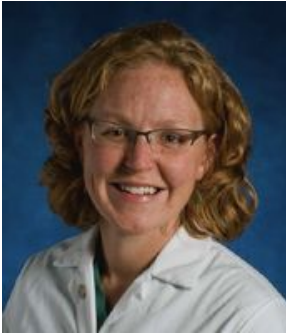
- The Big Picture (3 hours)
- Preparation and On The Ground (4 hours)
- Reflection (2 hours)

Upon completion of this course you will be able to:

1. Identify and prioritize your purpose and motivation for undertaking a global health learning experience.
2. Identify and describe different types of global health rotations and projects and determine which ones provide the best fit for you.
3. Analyze factors including timing, duration, and location to plan your global health learning experience.
4. Identify and make plans to address logistical issues including personal, health, family, and security concerns.
5. Identify and describe funding and budgeting options for your global health learning experience.
6. Arrange logistics for travel, vaccinations, emergency and security plans, and more.
7. Learn practical strategies for an enriched educational experience to benefit you and your host community.
8. Identify and avoid common medical or mental health issues that you may encounter on the ground or upon your return.
9. Recognize personal and property safety risks, including those surrounding transportation, drug and alcohol consumption.
10. Identify and navigate professional, ethical, and cultural issues.
11. Understand "reverse culture shock" which may occur upon your return from a global health experience.

12. Identify strategies for effectively “reintegrating” into your home and work life upon returning from a global health experience.
13. Successfully advocate for other individuals at your institution to identify clinical opportunities, educational opportunities and funding structures for future global health experiences.

About the Team



Gabrielle A. Jacquet, MD, MPH, FACEP

Dr. Jacquet is an Assistant Professor of Emergency Medicine at Boston University School of Medicine and an Attending Physician in the Emergency Department at Boston Medical Center. She received her MD from the University of Vermont and her MPH from Johns Hopkins Bloomberg School of Public Health. Dr. Jacquet completed residency training in Emergency Medicine at Denver Health and a fellowship in International Emergency Medicine and Public Health at Johns Hopkins. She focuses her work on medical education and strengthening emergency care in resource-limited settings. Dr. Jacquet has taught Emergency Medicine, assisted in developing systems, or conducted research in India, Ghana, Sudan, Rwanda, South Africa, Haiti, and Colombia. Dr. Jacquet is the Director of Global Health for the [BMC Emergency Medicine Residency Program](#), the Assistant Director of Global Health at the [BU School of Medicine](#), and Associated Faculty in the [Boston University Center for Global Health and Development](#). She serves as the Alternate Councilor for the [ACEP International Section](#) and as an Advisor for the [Global Emergency Medicine Literature Review](#).



Stephen Dunlop MD, MPH, CTropMed, FACEP

Dr. Stephen Dunlop is an attending physician at Hennepin County Medical Center, Assistant Professor of Emergency Medicine at the University of Minnesota, Director of the Fellowship in International Emergency Medicine with an appointment as an ASTMH certified Global Health Course Co-Director focusing on education in Ultrasound, Trauma and Simulation in resource poor settings. He received his Medical Doctorate and Masters in Public Health from the University of Minnesota before completing his residency in Emergency Medicine at Hennepin County Medical Center. Dr. Dunlop earned his CTropMed from the American Society of Tropical Medicine and Hygiene during his fellowship in International Emergency Medicine Fellowship. He is the Vice President of the Global Emergency Medicine Academy for the Society of Academic Emergency Medicine and has years of on the ground experience in East Africa focusing on education, research and systems development of Acute Care systems.



Mark Hauswald, MS, MD, FACEP

Dr. Hauswald is a Professor of Emergency Medicine and Associate Dean for Clinical Affairs and Patient Safety (Emeritus) at the University of New Mexico School of Medicine. He is Co-Director of both UNM Global Health Programs and the UNM – PAHO/WHO Collaborating Center on Innovative Health Workers Education, Service and Research Models. He also has appointments with the US Public Health Service / Indian Health Service and the National Disaster Medical Assistance. He has been academic coordinator of the PAHO/WHO Internet based primary care course and Co-PI of a Bill and Melinda Gates Foundation Grand Challenges Exploration Grant. Mark was trained at UC Berkeley (MS), UC San Francisco (MD), Stanford (residency) and the London School of Hygiene and Tropical Medicine (DTM&H). The primary focus of his work has been EMS and Global Health. He is the senior associate editor for global emergency medicine at Academic Emergency Medicine and has been an editorial board member at Prehospital Emergency Care.



Alison Hayward, MD, MPH

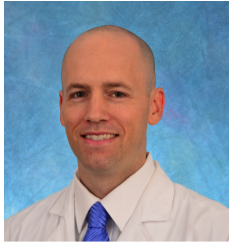
Dr. Hayward is part of the Global Health Section Faculty at Yale Department of Emergency Medicine. She obtained her medical degree from Penn State College of Medicine and her public health master's degree from University of Massachusetts. She attended residency in emergency medicine at University of Massachusetts and subsequently completed a fellowship in disaster medicine and emergency management there. Her main academic interests are global health ethics, public health, and medical education. Dr. Hayward served as co-founder and director for the [Uganda Village Project](#) in rural eastern Uganda for 10 years, overseeing public health programs including malaria prevention, family planning, water, sanitation and hygiene. She currently serves as the chairperson of the board.



Payal K. Modi MD, MPH

Dr. Modi is an Assistant Professor at UMass Medical School and director of the International Division at University of Massachusetts Emergency Department.. She received her medical degree from the Baylor College of Medicine and a Master of Science in Public Health from the London School of Hygiene and Tropical Medicine. Dr. Modi completed her Emergency Medicine residency at Alpert Medical School of Brown University and her fellowship in International Emergency Medicine at Harvard University/Brigham and Women's Hospital. Dr. Modi's main focus is research in the humanitarian and disaster setting. She has worked on a range of topics including mass casualty management, trauma training, Ebola response, pediatric illness, and sexual reproductive health with a personal interest in refugees and IDPs. Her research and projects have taken her to Pakistan, Liberia, Bangladesh, South Sudan, Nepal, Rwanda, India, Nicaragua,

Haiti, and Thailand. Dr. Modi is currently Secretary for the SAEM Global Emergency Medicine Academy, affiliate faculty at the Harvard Humanitarian Initiative, and serving on a taskforce with the [Global Emergency Medicine Literature Review](#).



Justin Myers DO, MPH

Dr. Myers is an Assistant Professor of Emergency Medicine at the University of North Carolina, Chapel Hill, in the Division of Global Health and Emergency Care. He trained in Emergency Medicine at the Virginia Commonwealth University and completed a Global Health Fellowship and an MPH degree from the University of North Carolina. He has worked alongside US medical students while in Venezuela, El Salvador and Kenya, providing direct clinical care, conducting research, or implementing health care strengthening programs. He is currently the Director of the Global Health and Leadership Fellowship at UNC and facilitates research, service and educational opportunities for medical students, residents and fellows



Suzanne Sarfaty, MD

Dr. Sarfaty is Assistant Dean of Academic Affairs, Director of Global Health Programs, Associate Professor of Medicine, and Associate Clerkship Director of Medicine at [Boston University School of Medicine](#) (BUSM). She practices Internal Medicine at East Boston Neighborhood Health Center while maintaining her academic schedule of advising and teaching medical students. Dr. Sarfaty directs BUSM's Office of Enrichment that supports learning experiences for medical students that enhance the curriculum and cultivate professional competencies in global health, research, and service learning opportunities.



Janis P. Tupesis, MD, FACEP, FAAEM

Dr. Tupesis is a Professor of Emergency Medicine at the University of Wisconsin School of Medicine and Public Health. He completed his residency training at the University of Chicago Hospitals and Clinics and was subsequently appointed as the Associate Residency Program Director, a position he held until joining faculty at Emergency Medicine at the University of Wisconsin School of Medicine & Public Health. During his time there, his research interests focused on the intersection of resident education and global health. Dr. Tupesis' primary interest lies in the development of new and innovative educational curricula and learner evaluation methodology. He served as the Department of Emergency Medicine's Residency Program Director until 2014, overseeing the program's initial accreditation and expansion to its current form. Currently, he is involved in projects involving establishing graduate medical education programs in resource limited settings in both [Liberia](#), [Ethiopia](#) and [South Africa](#)- partnering with [multiple other academic institutions](#). He serves as the

chairperson of UW Health's Graduate Medical Education Global Health Committee and is the institution's Graduate Medical Education liaison to the University of Wisconsin-Madison's Global Health Institute. He serves on multiple international global health education committees, including the International Federation of Emergency Medicine, African Federation of Emergency Medicine among others. He currently has ongoing projects that focus on the intersection of education, health systems and technology, partnering with [The Open Medicine Project South Africa](#) and [EM Guidance](#) in Cape Town, South Africa and with the Emergency and Trauma Care program at the World Health Association in Geneva, Switzerland. Dr. Tupesis' outside interests include: international travel, adventure medicine and mountaineering and University of Wisconsin athletics!



Rachel A. Umoren MB, BCh, MS

Dr. Rachel Umoren is an Assistant Professor of Pediatrics at the University of Washington School of Medicine and the Director of Immersive Learning for the UW Neonatal Education and Simulation-Based Training (NEST) Program. She received her medical training at the University of Calabar, Nigeria and completed her pediatric residency and neonatology fellowship at the Indiana University School of Medicine with additional training in clinical, educational, and quality improvement research. Her research focuses on improving neonatal outcomes and enhancing global-public health partnerships through team science and simulation education. She has published and presented internationally on using virtual learning environments for health professional education.

Course Outline

All materials will be available Tuesday, January 17th at 11AM EST (16:00 UTC).

Section	Content
Course Introduction	<ul style="list-style-type: none"> ● Course Overview ● edX Walkthrough ● Pre-Course Survey ● Progress Badges
Part 1: Introduction	<ul style="list-style-type: none"> ● Part 1 Overview ● Part 1 Pre-Test
Part 1: Why?	<ul style="list-style-type: none"> ● Purpose and Motivation ● Ethics and Social Justice ● Risks and Benefits
Part 1: What?	<ul style="list-style-type: none"> ● Structure and Design ● Specific Scenarios

Part 1: When?	<ul style="list-style-type: none"> ● Timing ● Duration
Part 1: Where?	<ul style="list-style-type: none"> ● Site Safety ● Housing Conditions ● Culture and Politics ● Language ● Sustainability
Part 1: How?	<ul style="list-style-type: none"> ● Logistical Brainstorming ● Security, Travel, and Communication ● Personal Issues ● Academic and Professional Issues ● Funding
Part 1: High-Income Settings	<ul style="list-style-type: none"> ● Introduction ● Purpose & Motivation ● Logistical Brainstorming
Part 1: Summary	<ul style="list-style-type: none"> ● Part 1 Take Home Points ● Part 1 Post-Test ● Part 1 Course Evaluation ● Looking Ahead
Part 2: Introduction	<ul style="list-style-type: none"> ● Part 2 Overview ● Part 2 Pre-Test
Part 2: Preparation Logistics	<ul style="list-style-type: none"> ● Logistical Preparation ● Safety, Transportation, and Communication Prep ● Personal Logistics Prep ● Academic and Professional Logistics Prep ● Packing
Part 2: Preparing to Serve & Learn	<ul style="list-style-type: none"> ● Preparing for Cultural Competency and Differences ● Professionalism and Ethics Prep ● Preparing for your Educational Experience
Part 2: On the Ground Logistics	<ul style="list-style-type: none"> ● Logistics on the Ground ● Safety, Transportations, and Communication on the Ground ● Personal Logistics on the Ground ● Academic and Professional Logistics on the Ground

Part 2: On the Ground Serving and Learning	<ul style="list-style-type: none"> ● Cultural Competency and Differences on the Ground ● Professionalism and Ethics on the Ground ● Educational Experience on the Ground ● Unexpected Circumstances
Part 2: High-Income Settings	<ul style="list-style-type: none"> ● Introduction ● Preparation Logistics ● To Serve and to Learn ● On the Ground Logistics
Part 2: Summary	<ul style="list-style-type: none"> ● Part 2 Take Home Points ● Part 2 Post-Test ● Part 2 Course Evaluation ● Looking Ahead
Part 3: Introduction	<ul style="list-style-type: none"> ● Part 3 Overview ● Part 3 Pre-Test
Part 3: Reverse Culture Shock	<ul style="list-style-type: none"> ● What is Culture Shock? ● Preparing to Return Home ● The Honeymoon ● Readjustment and Adaptation
Part 3: Reflecting	<ul style="list-style-type: none"> ● Reflecting ● Reflection Exercises
Part 3: Relationships	<ul style="list-style-type: none"> ● Old and New Friends
Part 3: Health Issues	<ul style="list-style-type: none"> ● Physical Health ● Mental Health
Part 3: Future Work	<ul style="list-style-type: none"> ● Staying Involved ● Your Future Career ● Mentoring Others
Part 3: High-Income Settings	<ul style="list-style-type: none"> ● Introduction ● Reverse Culture Shock ● Reflecting ● Relationships ● Future Work
Part 3: Summary	<ul style="list-style-type: none"> ● Part 3 Take Home Points ● Part 3 Post-Test ● Part 3 Course Evaluation
Course Summary	<ul style="list-style-type: none"> ● Course Take Home Points ● Staying Connected

Assessment and Grading

In order to successfully complete this course, you must receive a total score of 70% or greater on the course post-tests (final exams) located in each of the 3 course parts. When you have met this criteria and if you upgraded to the verified track, you will see an option to request your edX certificate from the Progress page of the course.

You can also claim a digital badge after passing any course post-test (final exam) following the instructions that will appear in an unlocked subsection, as described in the [Course Introduction](#). Badges can be shared anywhere you would like to show your progress such as a resume, LinkedIn, social media, or personal website.

The discussion forums throughout the test are not scored, but we encourage you to participate actively in these conversations, as they are designed to make you think realistically and responsibly about each element of your global health learning and work experience.

Discussion Forum Guidelines

We hope that you find the discussion forums to be a useful and vital component of *The Practitioner's Guide to Global Health*. The discussion forums are meant to be an area where students can interact with each other, ask questions, and share experiences and resources. We greatly encourage you to use these forums to their full extent.

To aid in this goal, we ask that you do not post comments that are derogatory, defamatory, or in any way attack other students. Be courteous and show the same respect you hope to receive. We will have discussion forum moderators who will delete posts that are rude, inappropriate, or off-topic. We also ask that you do not post answers to assessment questions on these forums. You may discuss how to approach a problem or help other students who may have questions, but please do not directly provide answers. Commenters who repeatedly abuse this public forum will be removed from the course.

We do encourage students to answer questions posed by other students. The course staff may well purposely refrain from answering immediately, to encourage student discourse.

Additionally, there is a feature in the discussion forums that allows you to select from two post types, which are Question and Discussion. When posting to the discussion board, please bear in mind that the Question type is meant for specific issues with the platform or with content, while the Discussion type is meant to share ideas and start conversation.

FAQ

Q: Should I email the professor or any persons involved with this course directly?

A: No. If you feel the need to contact the course staff involved in this course, please post

a question in the discussion forum. You also have the opportunity to provide course feedback in the Course Evaluation.

Q: Do I need to buy any personal materials to take this course?

A: No. You do not need to purchase textbooks or any materials to aid you in completing the course. The material within the course should be sufficient.

Q: I've never taken an edX course before and this is confusing. What do I do?

A: For further information, please visit the [demo edX course](#).

Q: I found a mistake in the course. Where do I report it?

A: To report an error or make suggestions, please post to the discussion forum and provide feedback in the Course Evaluation.

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By enrolling in a course on edX, you are joining a special worldwide community of learners who have agreed to the Honor Code below.

edX Honor Code Pledge

By enrolling in an edX course, you have agreed to:

- Complete all tests and assignments on your own, unless collaboration on an assignment is explicitly permitted. You will not submit the work of any other person.
- Maintain only one user account and not let anyone else use your username and/or password.
- Not engage in any activity that would dishonestly improve your results, or improve or hurt the results of others.
- Not post answers to problems that are being used to assess student performance.

Unless otherwise indicated, learners on edX are encouraged to:

- Collaborate with others on the course videos, exercises, homework and labs.
- Discuss general concepts and materials in each course with others.
- Present ideas and written work to fellow edX learners or others for comment or criticism.

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Credits and Acknowledgements

As with any major effort, this course would not be possible without the large contributions from many sources. We would like to extend a special thanks to the various teams who have put in countless hours of work to help create this course. Specifically, we want to thank the following people and organizations who have contributed a large amount of effort towards helping this course become a reality: Romy Ruukel, Tim Brenner, Monty Kaplan, and Diana Marian of the Boston University Digital Learning Initiative for administering this process and being responsible for every aspect of making this course; Rob Schadt for his assistance with instructional design; ACEP International Section for their support.

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