Master of Global Health
Program Development Plan
Ohio University
September, 2014

Prepared by
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New Graduate Program Proposal Form
Graduate College
Ohio University

This is a (check one):

X Program Development Plan
     Full Proposal
     Certificate Program
     Program name change

New degree title and name:
Master’s Degree in Global Health (MGH)

Proposing unit(s) [departments(s) or school(s)]:
College of Health Sciences and Professions, Department of Interdisciplinary Health Studies (DIHS)

Summary of proposed program (100 words or fewer):
This proposal is for a new Global Health master’s degree (MGH), which consists of 45 credit hours (5 core courses for 15 credits, 6 elective courses for 18 credits, 12 credits field experience/capstone). Depending on the area students choose to emphasize, the MGH will prepare students to engage in the global community as clinicians, researchers, managers, developers, and as policy consultants. Students will develop a deep understanding of the complexities impacting health care delivery and the necessity of working on interprofessional teams to develop community-based solutions in underserved and resource-poor communities.
Proposal Endorsements

Proposed Graduate Program Director I certify that this new graduate program proposal is endorsed by the proposed program faculty and that they have agreed, in principle, to participate actively in the program.

**Printed name:** Deborah Meyer, Ph.D., R.N.

**Signature:** 

**Date:** September 30, 2014

Unit Head: The department will provide the departmental resources and support described in this document toward the development of the proposed new graduate program.

**Printed name:** Michael Kushnick, Ph.D.

**Signature:** 

**Date:** Oct 2, 2014

College Dean: The College fully supports the development of the new graduate program described in this proposal and will provide college resources as described in this document.

**Printed name:** Betsy Leite, Ph.D.

**Signature:** 

**Date:** 10/2/14
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NEW GRADUATE PROGRAM

1. Designation of New Degree Program

This proposal is for a Master of Global Health (MGH), a professional master’s degree that prepares post-baccalaureate students to enter careers focused on various aspects of global health, such as clinical, research, managerial, development, and policy. It prepares students to deal with health issues that transcend national and international borders. The program will be housed in the College of Health Sciences and Professions (CHSP), Department of Interdisciplinary Health Studies (DIHS). Faculty, however, in addition to those from the CHSP, will come from colleges and programs at Ohio University, such as the Heritage College of Medicine, Business, International Development Studies, African Studies, Latin American Studies, Asian Studies, Communication and Development Studies, Public Health, Nursing, Anthropology, and Economics.

2. Description of the Proposed Curriculum

Students will complete 45 credit hours of coursework, which includes a field experience and a scholarly paper. Students are encouraged to combine their global health studies with other disciplines to create their own concurrent focus in fields such as medicine, nursing, social work, business, international development, international communications, regional specializations (e.g. Africa, Latin America, Asia/SE Asia), and environmental studies. Students will participate in ongoing interprofessional global health projects and research that tackle complex multi-faceted issues in resource-poor regions. It will prepare students for careers that increasingly demand critical thinking, an interprofessional mindset, and international vision. The proposed core courses and credit hours are listed in Table 1 with a fuller description in Appendix 1.

<table>
<thead>
<tr>
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<tr>
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<tr>
<td>6 Electives</td>
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*Research Methodology: Students may take a variety of different courses within the university to meet this requirement.

It is intended that the 5 core courses will be offered online. The 18 elective credits will utilize a blended approach and will depend, in part, on student concentration. In the future, our goal is to add additional online electives, which will allow mid-career professionals to complete the program while maintaining their current positions.
The program is designed to insure that all students gain competency in 9 areas (Appendix 2). In order to promote an interprofessional mix, students from various backgrounds will use the electives to focus their areas of interest or concentration (Appendix 3).

Curricular content will encourage an understanding of the complex nature of health in resource-poor settings and the ability to access information concerning specific topics on global health. Students will gain knowledge about the U.S. role in global health as outlined by organizations such as the Institute of Medicine (2014). The program will expand the scope of what it means to work in global health, pulling in other disciplines, such as engineering, business, environmental studies, as well as traditional health fields. Students will learn and work on interprofessional teams during both their didactic and applied experiences. Students will become familiar with international efforts, such as the United Nations Millennium Development Goals. Throughout their program they will utilize interprofessional, team-based approaches that mimic the reality of working with populations in resource-poor regions.

In line with the shift in global health policy in the U.S. and elsewhere, the curriculum will take a broad-based approach, focusing on determinants of health, access to healthcare, and primary care and interprofessional team-based models of sustainable healthcare as opposed to vertical, disease-specific approaches.

The program is designed not only for students considering careers in international health, but also for any healthcare worker who may care for immigrants, refugees and migrants in the U.S. (Appendix 4). Furthermore, the experience is also designed to deepen the awareness of all students regarding determinants of health and illness and diverse methods of approaching health problems in settings with varied cultural, socio-economic and political characteristics. These experiences help students develop sensitivity to health disparities and their causes, including health, social, economic and environmental factors, and prepare them to work internationally and locally.

3. Administrative Arrangement

The MGH will be administered by the CHSP, in the Department of Interdisciplinary Health Studies (IHS), a newly created department that houses global health. Ohio University CHSP initiated a Department of Interdisciplinary Health Studies (IHS) in 2013 and it was officially approved July, 2014. One goal of the new department is to establish interprofessional faculty teams to develop and implement curriculum, expand global health experiential programs, and support student and faculty research in global health.

This MGH is an outgrowth of the Global Health Initiative (GHI), which is a partnership that began in 2012 between The CHSP and the Heritage College of Osteopathic Medicine (HCOM) in collaboration with the Center for International Studies (CIS). The GHI offers a number of global health programs that promote an understanding of global health issues, increase multicultural awareness, and involve students, faculty and staff in research, education and outreach activities abroad and domestically.

4. Evidence of the Need for the New Degree Program

Student demand for global health curriculum and experience has increased at Ohio University and nationally as governmental and non-governmental agencies call for personnel that are trained to work on global health problems with underserved populations. Currently, no university in Ohio offers a MGH.

Since the inception of the GHI in 2012, participation in global health study abroad programs has grown from 18 to 80 students and the number of disciplines involved expanded from 2 to 8. In 2013-2014 there were 9 faculty-led global health study abroad programs. Additionally, 12 HCOM students participated in
an international program or rotation. Finally, over 1,500 students have completed Introduction to Global Health (HSP 2210), a general education course, since spring semester, 2012 which demonstrates student interest in this topic.

Nationally, master-level graduate degrees in Global Health are a recent phenomenon, as most of GH master’s degree programs started after 2009. A report by the Education Advisory Board Company (McGuire & LeMaster, 2013) stated that the programs they reviewed had to turn away students due in part to high demand. Universities such as Georgetown University, Harvard, Duke Global Health Institute, Arizona State University, University of California San Francisco, and Northwestern University offer MGH. Several other universities offer certificates or concentrations at both the undergraduate and graduate level. Additionally, medical, nursing, rehabilitation studies, and public health professional groups have developed global health competencies (Ablah, 2014; McGill University, 2014; Veras, et al., 2013; Wilson, et al. 2102). It is clear that global health as a formal area of study is on the rise.

Increased immigration and movement of people and diseases across borders requires that healthcare providers become knowledgeable regarding different cultures, health issues and diseases that were in the past considered regional, but now take on global importance. Our world is becoming more interconnected and it is imperative that healthcare professionals understand how shifting geographical and geopolitical borders, emerging diseases and health issues, and movement of people and disease impact all of us. A good example is the recent Ebola outbreak in Africa. According to a Northwestern University website (2014) nearly 40 infectious diseases have emerged since 1973. Even diseases that experts believed were suppressed, such as malaria and tuberculosis, are increasing worldwide.

With a focus on “resource-poor settings and vulnerable populations, a career in global health requires a broad knowledge base and the capacity to create innovative solutions to challenging health problems in these environments.” (MGH Institute of Health Professions, 2014, para 7). While the field of global health addresses many issues in traditional health disciplines training and public health, it takes a broader, less regional focus and examines broadly the social and environmental determinants of disease within and across countries. The current educational system that consists mainly of professional silos is not preparing students adequately to address this changing health care landscape.

Global health training can also benefit domestic communities. Like many states, Ohio is dealing with an increase in immigrant and migrant populations. As of 2012, nearly 4 % (451,330) of Ohio’s population was foreign-born (Migration Policy Institute, 2014) and that number rises to 9% in Franklin County. Additionally, nearly 28,500 international students attend Ohio universities and colleges with 1,890 at Ohio University (Institute of International Education, 2014). Even if students never leave the country, they are likely to deal with global health issues right here at home.

Several Ohio populations would benefit from an influx of students with training in global health skills, including immigrant, migrant and rural populations. Due in part to OHIO’s geographic location, both the CHSP and the HCOM include service to rural vulnerable populations as part of their mission. Rural regions often face access, recruitment and retention issues. Not only do patients lack access to an adequate number and mix of health care providers, but the providers themselves lack access to many of the high tech tests and specialists common in urban regions. Many of the issues in US rural populations are similar to those faced in low and middle income countries. Global health training focuses on those similarities as well as unique cultural, historical and environmental contributions to population health and healthcare delivery. Thus, even students who are training to practice in rural areas in the US benefit from a global perspective.
Global Health experiences have been shown to increase knowledge and training in tropical diseases, produce attitudinal changes such as orientation to public health, improve cross-cultural communication and improve clinical diagnostic skills (Haq et al., 2000; Mutchnikck, Moyer, & Stern, 2003; Thompson, Huntington, Hunt, Pinsky, & Brodie, 2003). Furthermore, global health experiences have been associated with future practice with underserved populations and improved cultural competence as well as personal and professional growth. (Jeffrey, Dumont, Kim & Kuo, 2011; Sloand, Bower & Groves, 2008; Thompson, Huntington, Hunt, Pinsky & Brodie, 2003).

The HCOM’s experience with medical students participating in global health experiences found that, at least for this small sample, those with global health experience were more likely to practice in a medically underserved area (MUA) or a Health Shortage Professional Area (HSPA). The HCOM Institutional Assessment and Planning office analyzed data on the HCOM students who had and had not participated in Global Health programs from 1999 through the 2012 to determine if participation in these programs had an effect on their choice of practice specialty, location, practice, community size or whether they practiced in a disadvantaged area (Appendix 5).

As Frenk, et al. (2010) state, “professionals invariably are the leaders, planners, and policy makers of health care systems” (p. 1948). Yet, few students receive the training necessary to groom them as leaders. Our graduates will receive an education that will support them in administrative, managerial, research and clinical roles in development agencies (governmental and non-governmental), clinics, consulting organizations and policy-setting institutions. They will understand the complex interplay of economic, environmental, historical, political and social issues in health inequities and thus the necessity of working closely with individuals and agencies with diverse skills and reach.

5. Prospective Enrollment

We expect at least 15 students per year to enroll in the program. Some of them will be dual degree students who are enrolled in programs such as, the HCOM, Master’s in Nursing, Public Health, Business or International Development Studies. We will not only recruit U.S. students interested in global health, but also international students who will return to their home countries. We will work with representatives from countries such as Botswana to identify training needs and recruit students.

6. Efforts to Enroll and Retain Underrepresented Groups

The combination of both domestic and international students will result in a diverse mix of students. We will collaborate with the Center for International Studies (CIS) to recruit international students. Ohio University has a rich history of international education that began in 1896 when the University welcomed its first international student, Saki Taro Murayama of Japan. Today, there are more than 1,800 international students enrolled at OHIO and approximately 2.25 percent of Ohio University students participate in a study abroad program.

Therefore, OHIO already has a strong reputation and the experience of integrating large numbers of international students into our campus, as well as sending our students to international locations where they participate in experiences that broaden their world view and gain a more global perspective.

We will also continue to tap into the long established linkage between the CHSP and historical black colleges and universities. Ohio University undergraduate programs receive excellent support for multicultural students and, of course, we intend to recruit from our undergraduate programs. A few examples include the following: fall visitation programs during which students are brought to campus for 2 days with all expenses paid; Ohio Up-Close programs, which include discussions regarding services available at Ohio University; partnerships with inner city schools with highly multicultural populations;
and the Templeton Scholars Program for talented students from disproportionately under-represented populations.

We will work to retain students by providing advisors for the online courses who will contact each student 2-3 times per semester and more so if students appear to be struggling. Advisors will hold meeting hours that allow for visualization such as Skype or Google Hangout. Additionally, each student will have a faculty mentor who oversees their entire program. Throughout their course of study, students will work with advisors to define how the master’s degree will fit with their career goals and to build their resumes.

7. Availability and Adequacy of Faculty

Although the Masters is housed in the CHSP, the developers envision it as a University-wide program that draws from numerous disciplines and programs. We identified courses that students can take as electives (Appendix 3). One of our core courses is already offered at the graduate level and is taught by Dr. Gillian Ice, Director of the Global Health Initiative.

Two faculty members currently working in Global Health have extensive experience in global health. Deborah Meyer, Ph.D., RN, has traveled with students to Kenya, El Salvador and London. She has taught and facilitated online as well as in blended classrooms and chaired the committees that developed the GH certificates and the GH masters. She has a master’s degree and Ph.D. in Instructional Design (Appendix 7).

Gillian Ice, Ph.D., M.P.A, Director Global Health Initiative, has run international research projects, taken students to several African countries, taught online, and been instrumental in developing relationships in Kenya and Botswana. She was the recipient of the first annual Global Engagement Award, a competition open to current faculty members at Ohio University that recognizes outstanding contributions to international education, global competency, cultural understanding and/or international programs at Ohio University or in their fields or disciplines. (Appendix 8).

Another faculty member, Marape Marape, PhD., MPH, was trained as a physician in Ireland and has a Ph.D. in epidemiology and disease control. He is Ohio University’s in-country co-director in Botswana where he continues to practice clinical medicine. He served as the Director of Research at Botswana-Baylor Children’s Clinical Center of Excellence and as an Assistant Professor in the Department of Pediatrics with Baylor College of Medicine, Houston, Texas. He will not only contribute to course development, but also to the recruitment of international students, and the identification of skills and knowledge needed in Botswana and other African countries.

Two additional faculty positions were approved by the CHSP for the MGH. One of those positions will become director of the MGH and will be tasked with developing additional courses, as well as creating a more expanded network of research mentors and field experiences. The second faculty member will develop courses, teach online courses and serve as the primary student advisor. Many University faculty who are content experts in their own areas of study will contribute to elective courses. This can be expanded upon in the full proposal.

The CHSP currently offers 9 master’s programs and a MGH complements several of those currently offered. The College also offers 2 Ph.D. programs and 5 certificates, including one in Global Health. The College has an excellent history of educating health professionals at the graduate level with the majority of graduates remaining in Ohio.
The CHSP currently has several online programs, two at the masters-level. Approximately 6,400 participate in two fully online programs, the RN to BSN (6,000 students) and the master’s degree in health administration (400 students). The CHSP also offers approximately 25 online courses on a regular basis through Athens Online. To support the growth in online learning and to ensure that all courses meet best practice, the CHSP hired an instructional technologist with a strong background in online learning who works with faculty as they develop their courses and supports them once the courses are up and running. The instructional technologist guides faculty in meeting the standards for Quality Matters and setting up the technology that will engage students and assists with the learning outcomes and assessments. Additional efforts to support online learning will be academic recruitment and retention advisors for online students. Along with the CHSP instructional technologist, all faculty have access to Academic Technology, which provides consultation services for faculty in instructional design, strategies, and implementation of innovative technologies to meet academic and curricular goals.

An additional resource is CIS, which has a 50 year history of focusing on international education. CIS has faculty with experience and expertise in a variety of international disciplines and partners with faculty to develop global partnerships that support study abroad experiences, internships and volunteer opportunities in over 30 international destinations.

In summary, the MGH complements other Ohio University and the CHSP offerings and supports the CHSP vision “To be a college of distinction in preparing health professionals whose work reflects the highest standards of collaboration, ethics, innovation, and commitment to all, especially underserved individuals and populations.” (College of Health Sciences and Professions, 2014)

8. Need for Additional Facilities and Faculty/Staff and Plans to Meet this Need

Ohio University CHSP will need to recruit faculty members to fill the two positions recently approved. They will develop and teach core courses and electives not available elsewhere in the University. They will also oversee student field experiences. Additionally, the CHSP will need to work closely with other colleges and programs to ensure that courses taught by faculty outside the CHSP are available to students in the MGH. There are no new facilities needs other than office space for faculty, which will be within the existing the CHSP space.
9. Projected Additional Costs Associated with the Program

**Budget for New Graduate Degree Programs**

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<th>Year 2</th>
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<td>• Faculty (e.g. tenure-track, clinical, professional)</td>
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<td>Other expenses (e.g., travel, office supplies, communication, accreditation costs, and basically the maintenance and operations budget. Additionally, under RCM the university requires certain taxes that accrue to each program.)</td>
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References


Appendix 1

Description of Core Courses

IHS 5210: Foundations of Global Health

This introductory course lays the foundation for understanding global health issues. It introduces students to the main concepts of the global health field and the critical links between global health and social and economic development. It provides an overview of the determinants of health and how health status is measured. The course also reviews the burden of disease, risk factors, and key measures to address the burden of disease in cost-effective ways. Throughout the course, students are encouraged to analyze and synthesize course material pulled from a variety of resources.

IHS XXXX: Comparative Health Systems

This course compares and contrasts health delivery systems including their relationships to social policies, environmental influences, and economic factors. Using a case-based approach, the course leads students through the examination and analysis of the role and function of national and international organizations in the funding, development, implementation and evaluation of health care policy, goals and projects.

IHS XXXX: Program Planning in a Global Setting

This course introduces students to project development and program management in global health and addresses basic research and program development principles as well as the roles and types of services for vulnerable populations especially in resource-poor environments. Students will acquire the skills and knowledge necessary to develop and complete a community-based experience. Students will discuss unique challenges in developing and implementing GH research, programs, and practice in resource-poor regions.

IHS XXXX: Global Health Technology & Innovations

This course will introduce students to the importance of developing innovative approaches to complex issues utilizing a culturally appropriate, community-based process. Students will discuss and evaluate innovative funding mechanisms and resource availability and accessibility as well as licensing and regulatory issues surrounding introduction and use of technologies.

Research Methodology

Students can select from an approved list of research and methodology courses at Ohio University that provide the background and skills they need to develop, implement, analyze and evaluate an internationally-focused research or program development project.

Capstone/field experience

In collaboration with their mentor, students will develop a project or research proposal and spend at least 160 hours in the field. The capstone provides students with practical experience that pulls together the skills and knowledge developed during their coursework and demonstrates their independence, management and organizational skills, willingness to take initiative and risks, critical thinking skills, ability to work with diverse groups, and readiness to participate in international work.
## Appendix 2

### Student Competencies

<table>
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<th>Table 1: Student Competencies</th>
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| **1. Global burden of disease.** | 1. Explain the concept and different measures of burden of disease.  
2. Assess how risk of disease varies between high, middle and low-income regions.  
3. Efficiently access global health data from sources such as the World Health Organization, Global Burden of Disease measures and understand the limitations of these data. |
| **2. Social Determinants of Health and Health Disparities** | 1. Explain the relationship between social determinants of health and health disparities.  
2. Analyze strategies to address health disparities across socially, demographically, and geographically defined populations.  
3. Demonstrate the ability to implement interventions that mitigate the negative effects of SDH on health and health disparities. |
| **3. Leadership, Collaboration & Partnership** | 1. Develop leadership tasks, skills, qualities and effectiveness.  
2. Demonstrate effective change management, communications, and financial management.  
3. Promote inclusion of representatives of diverse constituencies in partnerships.  
4. Use diplomacy and conflict resolution strategies with partners.  
5. Communicate lessons learned to community partners and global constituencies.  
6. Exhibit interpersonal communication skills that demonstrate respect for other perspectives and cultures.  
7. Demonstrate cross-cultural communication skills including utilization of interpreters or language proficiency. |
| **4. Program Planning Management, Strategic Analysis & Capacity Building** | 1. Use systems thinking to analyze Strategic Analysis a diverse range of complex and interrelated factors shaping health trends to formulate programs at the local, national, and international levels. (*Strategic Analysis*)  
2. Given a case presentation or real life situation, students will assess and develop strategy to build capacity. (*Capacity strengthening*)  
3. Design, implement, and evaluate global health programs to maximize contributions to effective policy, enhanced practice, and improved and sustainable health outcomes. (*Program Management*)  
4. Incorporate issues of health equity and social justice into their planning.  
5. Understand, evaluate and compare health systems from around the world. |
| **5. Public Health & Service Delivery** | 1. Explain the mechanisms international organizations use for public health practice standards.  
2. Discuss best practices for clinical and community health interventions and integrated strategies that substantially improve individual and/or population health.  
3. Discuss how CBPHC fits into the overall health care system in low- and middle-income countries.  
4. Incorporate health promotion and disease prevention strategies and how their inclusion or absence impacts individual patient lives and populations. |
| 6. Technology & Innovation | 1. Analyze how technologies can enhance service delivery, distribution systems, in-service training, and medical education in low-resources areas.  
2. Examine how tools and technology are used for the prevention, diagnosis, and treatment of diseases, as well as for rehabilitation purposes.  
3. Explain how technology can be used for data collection, assessment, surveillance and evaluation.  
4. Identify and match organizations developing, implementing, supporting and funding innovative technologies to specific solutions and communities.  
5. Given a local health need, students will critically apply potentially transformative technological innovations to address the need. |
| --- | --- |
| 7. Ethical Reasoning & Professional Practice | 1. Discuss and apply elements of ethics.  
2. Apply ethical principles to practice and research within low-resource settings.  
3. Identify the ethical and professional issues involved in working in low-resource settings.  
4. Discuss the goals and objectives of global health efforts, such as Alma Alta Declaration and the Millennium Development Declaration  
5. Analyze ethical and professional issues that arise in responding to humanitarian emergencies. |
| 8. Global Health Research Methodology | 1. Explain the importance of global health research.  
2. Demonstrate the ability to conduct preliminary steps in a global health research project.  
3. Demonstrate the ability to design a research project on a global health issue. |
2. Evaluate multiple approaches to setting and enforcing policy.  
3. Compare and contrast health care systems and the impact on adequate access, affordability and delivery.  
4. Summarize policy implications surrounding foreign aid and assistance related to health.  
5. Apply different types of health advocacy strategies.  
6. Develop socio-cultural and political awareness and work effectively within diverse cultural settings and across local, regional, and international political landscapes. |
Appendix 3
Possible Electives Currently Taught at Ohio University

Area of Interest
Clinical
- ANTH 5550 - Medical Anthropology
- HLTH 5120 - International Health Programming
- HLTH 6070 - Health Promotion and Health Behavior
- HLTH 6150 - Maternal and Child Health in Africa
- HLTH 6170 - HIV/AIDS in Africa
- HLTH 6240 - Community Health Programs
- HLTH 6480 - Maternal and Child Health in Africa
- HLTH 6710 - Public Health Concepts
- HLTH 6720 - Social and Behavioral Sciences in Public Health
- HLTH 6730 - Epidemiology in Public Health
- HLTH 6791: Chronic Disease Epidemiology, Prevention, and Control
- INST 6900- Special Topics in International Studies: Healthy Living: Hlth, Comm & Dev
- HSP 5510: Interprofessional Health Care in Rural/Underserved Populations
- BIOS 5440: Tropical Disease Biology
- NUTR 6500: Diet and Chronic Disease

Gerontology
- HSP 5510: Interprofessional Health Care in Rural/Underserved Populations
- HLTH 6791: Chronic Disease Epidemiology, Prevention, and Control
- NUTR 6500: Diet and Chronic Disease

Technology/Engineering
- BME 5100: Medical Informatics
- HLTH 6801: Health Information Systems and Applications
- MPA 5590: Measuring Outcomes in Public and Non-Profit Organizations
- COMS 8320: Rhetorical and Communicative Functions of Technology
- HLTH 6020: Information Systems for Health Services

Environmental
- GEOG 5450 - Gender, Environment, and Development
- GEOG 5310 - Geography of Africa
- SOC 5810 - Environmental Sociology

Environmental Health
- EH 6010: Climate Change and Public Health
- EH 5200: The Built Environment and Health
- ES 5250: Watersheds

Education
- HLTH 5120 - International Health Programming
- HLTH 6070 - Health Promotion and Health Behavior
- HLTH 6170 - HIV/AIDS in Africa
- SW 5701 - Human Behavior in the Social Environment I: Human Growth and Development
• INST 6900- Special Topics in International Studies: Healthy Living: Hlth, Comm & Dev
• EDCE 6850- Multicultural Education

Policy/Law
• ECON 5500 – Development Economics
• GEOG 5450 - Gender, Environment, and Development
• HLTH 6030 – Leadership of Health Organizations
• HLTH 6080 – Health Policy
• HLTH 6100 – Evaluation and Quality Improvement in Health Care
• HLTH 6300 – Epidemiology in Health Administration
• HLTH 6380 – Strategic Planning and Marketing in Health Services
• HLTH 6480 – Ethical Issues in Health Care
• MPA 5590: Measuring Outcomes in Public and non-Profit Organizations
• MPA 6800: Seminar in Public Administration
• ECON 5500, Development Economics

Public Health
• HLTH 6070 - Health Promotion and Health Behavior
• HLTH 6240 Community Health Programs
• HLTH 6710 - Public Health Concepts
• HLTH 6720 - Social and Behavioral Sciences in Public Health
• HLTH 6730: Epidemiology in Public Health
• HLTH 6760 - Environmental Health Sciences in Public Health
• INST 6900- Special Topics in International Studies: Healthy Living: Hlth, Comm & Dev
• MPA 5590: Measuring Outcomes in Public and non-Profit Organizations
• MPA 6800: Seminar in Public Administration

Regional Focus
• ANTH 5800 - Cultures of South Asia
• ANTH 5810 - Cultures of Sub-Saharan Africa
• ANTH 5860 - Problems in Southeast Asian Anthropology
• GEOG 5310 - Geography of Africa
• GEOG 5350 - Geography of Latin America
• GEOG 5380– Geography of Asia

Fits Multiple Interests
• ANTH 5450 - Gender in Cross-Cultural Perspective
• ANTH 5780 - Human Ecology
• ANTH 5560 - Ethnographic Methodology and Field Research
• EDCE 6850 - Multicultural Education
• GEOG 5410 – Geography of Hunger & Food Security
• GEOG 5410 - Geography of Hunger and Food Security
• SW 5702 - Human Behavior in the Social Environment II: Biopsychosocial Interactions
• WGS 5100 - Global Feminisms
• WGS 5110 - Women and Globalization
Appendix 4

Employment Opportunities in Global Health

According to Caring For the World: A Guidebook to Global Health Opportunities (Drain et. Al. 2009) there are six areas of global health careers: research; clinical work; short term work; counseling; long term work; education; and developing new projects.

Areas of employment in global health:

- Health services and systems
- Disease detection and response
- Population and maternal/child health
- Nutrition, water, and environmental health
- Research and development
- Global health diplomacy
- Operating programs and delivering health services
- Governance of and membership in major international health organizations such as the WHO and the Global Fund;
- Global health research and development efforts
- NGOs and organizations involved in the delivery of humanitarian services
- Bilateral organizations and government agencies
- Multilateral organizations and UN agencies
- Public-private partnerships for health
- Disaster relief organizations
- Immigrant/migrant organizations
- Consulting firms
- Foundations
- Academia
- Policy and advocacy organizations
Appendix 5
Heritage College of Medicine: Practice in MUAs and HPSAs Among Graduates

Figure 1: HCOM Medical Students Who completed a GH vs Those Who Did Not and Subsequent Practice in HSPA or MUA
Appendix 6
Ohio University Master-Level Degrees with Global Health Components

What is unique about OU and the MGH?

Ohio University has considerable resources that can contribute expertise to the Global Health Master’s. Current resources include region specific international studies programs as African studies, Asian Studies, and Latin American Studies as well as courses with concentrations in international health issues, research methods, and anthropology. Another set of programs are more oriented to the role of communications, development, and policy with regards to health internationally are the communications and development program, the international development program, and the public policy program.

- Master Degree (MA) in International Affairs in African studies

The M.A. degree offered through the African Studies Program strives to provide students with a strong grounding in the traditional African Studies core disciplines (including political science, anthropology, history, geography, literature) while giving them the opportunity to form their course of study around their professional and academic goals. The curriculum encompasses core courses that emphasize topics and proficiencies related to African history; African literature; and Religion.

- Master Degree (MA) in International Affairs in Southeast Asian Studies

The M.A. degree offered through the Southeast Asian Studies Program introduces students to the rich cultures, traditions, and societies of Southeast Asia. The curriculum encompasses core courses that emphasize topics and proficiencies related to Politics of East Asia; and Religion (i.e. Buddhism, and Political Islam). The program offers some unique courses in Theater History (i.e. Puppetry of Southeast Asia, and History of Asian American theatre). Another feature of the program is the richness of the Malaysian studies exhibited through courses such as: Tun Razak Seminar: Exploring Malaysia’s Diversity through Film and Fiction.

- Latin American Studies:

The M.A. degree offered through the Latin American Studies program is an interdisciplinary master’s degree program that promotes a greater understanding of Latin America within a context of regional and global change. The curriculum encompasses core courses that emphasize topics and proficiencies related to Politics of Latin America; Latin American history (from colonial era to present); Latin American Literature; and International Health Programming.

- Communication and Development

The M.A. degree offered through the Communication & Development Studies program focuses on using communication to promote social change. The curriculum encompasses core courses that emphasize topics and proficiencies related to communication for development; strategic communications; health communications and participatory research methods.
• International development Studies:

The International Development Studies (IDS) Program seeks to produce graduates who will become development practitioners – professionals acting as catalysts and facilitators of change in developing contexts. The curriculum encompasses core courses that emphasize topics and proficiencies related to Development and Environment; Development and Gender; Development and Health; Development and the Social Sciences; and Development and Sports.

Other graduate programs:

• Master of Public Health (MPH):

The program is designed to meet the needs of working professionals who wish to expand their role in improving community health, enhance current job skills, and seek career advancement. The curriculum encompasses core courses that emphasize topics and proficiencies related to Social and Behavioral Sciences in Public Health; Epidemiology in Public Health; Environmental Health Sciences in Public Health; Public Health Practice and Issues; and Grant Writing for Public Health Practice.

• Master of Health Administration (MHA):

The master’s in health administration from Ohio University offers a comprehensive curriculum to develop strategic leaders. Expand the students’ business acumen and strategic leadership skills to create innovative solutions and to adapt and lead in the ever-changing health care system. The curriculum encompasses core courses that emphasize topics and proficiencies related to research methods for health services; evaluation and quality improvement; epidemiology; and strategic planning and marketing in health services.

• Master of Science in Environmental Studies

This is an interdisciplinary program of graduate coursework and research. The program caters to students looking for a broader academic experience than a traditional course of study can provide. The curriculum encompasses core courses that emphasize topics and proficiencies related to community-based environmental research; ecology and environmental issues; and concepts in sustainability.
Appendix 7
Deborah Meyer, Ph.D., R.N.

Curriculum Vitae
Department of Interdisciplinary Health Studies
College of Health Sciences and Professions
Ohio University

Education
Ph.D.  2003  Instructional Technology, Ohio University College of Education, Athens, OH
M.S.  1992  Education Systems Development, Michigan State University, East Lansing, MI
B.A.  1986  Bachelor of Arts University of Michigan-Flint, Flint MI
Diploma  1974  St. Joseph's School of Nursing, Hancock, MI

Professional Positions
2013-present  Assistant Professor of Global Health, Ohio University College of Health Sciences and Professions
2004-2103  Assistant Professor, Administrator, Geriatric Medicine/ Gerontology, Ohio University Heritage College of Osteopathic Medicine
2000–04  Director of Interdisciplinary Mental Health Educational Programs
1996–00  Educational Coordinator, Ohio University College of Osteopathic Medicine
1989–90  Freelance writer Carman Ainsworth School District’s newsletter
1985–89  Freelance writer for the Flint Journal (a newspaper in Michigan with a daily circulation of 103,000)
1986–87  Research assistant University of Michigan–Flint
1977–79  Triage nurse emergency room at Yale–New Haven Hospital, Yale University School of Medicine, New Haven, CT
1975–77  Staff nurse in ICU/CCU at Flint Osteopathic Hospital, Flint, MI
1973–1975  Staff nurse at St. Joseph’s Hospital, Hancock, MI

Teaching Experience/Student Support
2014  Study Abroad: London, Comparative Health Care Systems
2013-present  Director, GH Certificate
2012-present  Chair, GH curriculum subcommittee
2013-present  Facilitator for online course, Introduction to Global Health
2010-present  Instructor of Record, Geriatric Medicine Block
2008  Research & Scholarly Advancement Fellowship (RSAF) faculty advisor
2005-present  Co-developed and teach in an innovative course, Interprofessional Rural Gerontology, that involves faculty from social work and the College of Health and Human Services.
2005-present  Recruit for and oversee Medical Student Training in Aging Research (MSTAR) Program
2005-present  Lecture: Geriatric Medicine Block
2005-present  Geriatric Medicine Club student advisor.
2004-2007  Developed evaluation tool for and facilitated in Medical School simulation lab: Interviewing the Well Elderly
2005-present Facilitation CPC Small Group, year 1 & 2 medical students
1999-2005 Created, secured grant funding for, and co-taught an innovative interprofessional course, Interprofessional Collaboration in Rural Mental Healthcare,” that involves faculty from social work, nursing, health administration, psychology and special education.

Grants

2013 1804 Undergraduate Fund Award: Global Health Certificate Online Course Creation, $13,000
2012 The Ohio State University Center for Clinical and Translational Science Community Engagement Program & Ohio University Appalachian Rural Health Institute grant for $100,000. Chronic Disease Management in Rural Appalachian Elderly
2010 Research and Scholarly Activities grant for $1,900: Analysis of diagnosis in the SHARE Kenya Program
2008 Center for Telemedicine Research and Interventions (CENTRI) for pilot study, Camcorders and Isolation at End-of-Life in Nursing Homes: $5,000
2007 Athens Foundation and Sisters of St. Joseph Charitable Foundation: $20,000
2007 Department of Health and Human Services, Geriatric Education Center: Collaborated with four other medical schools in Ohio in writing for grant renewal that funds the Western Reserve Geriatric Center: $60,000 each of 3 years
2007 Research and Scholarly Activities grant for $4,600 to conduct study on nursing aid retention
2007 Research and Scholarly Activities grant for $6,500 to conduct pilot study
2005 Department of Health and Human Services, Geriatric Education Center: Collaborated with four other medical schools in Ohio in writing for grant renewal that funds the Western Reserve Geriatric Center: $60,000 each of 3 years to support interprofessional educational programs for faculty, students and providers.
2004 Quentin N. Burdick Rural Interdisciplinary Training grant from the Department of Health and Human Services: $553,000
Six month extension from Department of Health and Human Services in the amount of $53,000
2003 Ohio Department of Mental Health: $25,000
2002 Sisters of St. Joseph Charitable Fund, Parkersburg, WV, for Women Raise the Roof, a women’s coalition with Athens County Habitat for Humanity: $5,000.
2000 Sisters of St. Joseph Charitable Fund Women Raise the Roof: $20,000
2000 Quentin N. Burdick Rural Interdisciplinary Training grant from the Department of Health and Human Services: $382,000
1997-2002 Ohio Department of Mental Health: approximately $284,000
Interprofessional Activity

Collaborated with other units within COM:
- Co-Chair OU International Education Week
- Chair, OU Global Health Curriculum Subcommittee
- Co-Director for the SHARE Kenya-Ohio and member of OU Global Health Committee
- Area Health Education Center (AHEC): workshops for health providers and physicians
- Center of Excellence: presented at and participated in: Summer Institute, Summer Enrichment and Middle School programs
- Appalachian Rural Health Institute: developed and facilitated 2 hour program on culture and communication with presenters at 2 sites and participants at 4 sites.

Collaborated with units in different colleges at Ohio University:
- Co-Chair OU International Education Week
- Chair, Ohio University Global Health Curriculum Sub-committee
- Appointed as Faculty Fellow, Voinovich School of Leadership and Public Affairs
- Secured funding for and organized Rural Senior Health Outreach, an interprofessional program that provides screening and education for rural seniors.
- Member, Gerontology Certificate Advisory Board
- Co-developed and co-taught in two interdisciplinary undergraduate courses with faculty from Social Work, Psychology, Special Education, Health Administration and the College of Health Professions (comprised of six schools: Health Sciences; Hearing, Speech and Language Sciences; Human and Consumer Sciences; Nursing; Physical Therapy; and Recreation and Sport Sciences).

Collaborated with other colleges or universities:
- Coordinating joint proposal with a faculty member from OSU and the Appalachian Community Visiting Nurses: Ohio State University Center for Clinical and Translational Science Community Engagement Program & Ohio University Appalachian Rural Health Institute Joint Pilot Award
- Partner with Raabe College of Pharmacy at Ohio Northern University as part of SHARE Kenya
- Represent HCOM as a member of Consortium of Ohio Geriatric Academic Programs (COGAP)
- Collaborate with COGAP members to offer annual Salt Fork Geriatric Medicine Conference
- Meet quarterly as member of Gerontology Certificate Advisory Board
- Participated in a statewide Geriatric Education Center grant through Case Western Reserve University
- Collaborated with Carolyn Tice, DSW, Associate Dean, University of Maryland-Baltimore, School of Social Work, on an annual presentation at the National Institute for People with Disabilities in NYC
- Collaborated with Hocking College School of Nursing on a number of interdisciplinary training programs for their students
Global Health Experience

2014  London: Comparative Healthcare Systems
2013-present  Co-Chair International Education Week
2013  Facilitator, an online Ohio University undergraduate course, Introduction to Global Health.
2012  Chair, Ohio University Global Health Curriculum Sub-committee
2012  University of Minnesota Online Global Health Course Module 1: Introduction to Health Care for Immigrant and Refugee Populations
2011  Traveled to El Salvador to evaluate OU-HCOM program
2010  Institute for International Medicine Online International Medicine Course
2006-2010  Director, SHARE Kenya
2006-2007  Traveled twice to Honduras to meet with educational and health care professionals and to negotiate a MOA with Universidad Católica de Honduras
2004-present  Member, OU-HCOM Global Health Committee
2004-2008  Director, Charles J. Cannon Edinburgh Geriatric Tutorial

Publications


Research

2012  Chronic Disease Management in Rural Appalachian Elderly
2010  SHARE Kenya: compared diagnosis of medical students, residents and physicians; gathered demographic information
2008  Camcorders and Isolation at End-of-Life in Nursing Homes
Presentations

2014 Supporting Caregivers: A Holistic Approach Institute for People with Disabilities, New York City at the 34th Annual YAI International Conference in New York City, NY

2013 May 6: Caregiving Responsibilities: A Balancing Act. Institute for People with Disabilities, New York City at the 33nd Annual YAI International Conference in New York City, NY
Presented at Interprofessional Research Colloquium at OU
May 5-7: Poster presentation, Community-Engaged Development of a Telemedicine Pilot. Received a Judged Poster Award. American Telemedicine Association Annual Meeting, Austin, TX.

April 28: What Films Tell Us About Caregiving. Institute for People with Disabilities, New York City. at the 32nd Annual YAI International Conference in New York City, NY
March 30: Movies & Caregiving: A Humanistic Approach to Teaching About Caregiving. ASA’s Aging in America, Washington, D.C.

2011 May 4: Movies and Caregiving: Confronting the Stereotypes. Institute for People with Disabilities, New York City. at the 32nd Annual YAI International Conference in New York City, NY
April 30: Nurses’ Aides: Where Do They All Go? ASA’s Aging in America, San Francisco

September 17. Poster Presentation. Medical Student Performance on Global Health Experience in Western Kenya. Research Day. Ohio University, Athens OH
September 14: Poster 2010 Nurses Aides: Where Do They All Go? Annual Scientific Meeting of the American Geriatrics Society, Orlando, FL
May 14: Poster 2010 Nurses Aides: Where Do They All Go? Annual Scientific Meeting of the American Geriatrics Society, Orlando, FL
April 29: Cultural Issues and Informed Consent, Institute for People with Disabilities, New York City. at the 31st Annual YAI International Conference in New York City, NY

2009 Institute for People with Disabilities, Ethical Issues & Cultural Consideration, New York City, NY

2008 Institute for People with Disabilities, Technology and Home Health: Ethical Dilemmas & Decisions, New York City, NY

2007 Institute for People with Disabilities, Technology: Bringing it Home, New York City, NY
Geriatric Medicine/ Gerontology Noon Seminar, Technology & the Elderly: Ethical Considerations
2006    Technology and Ethics, Gerontology Colloquium, Ohio University
        Institute for People with Disabilities, Technology and Multidisciplinary Teams: Ethical Deliberations, New York City, NY
2005    Institute for People with Disabilities, Technology: How Does it Fit in Your Practice? New York City, NY
2004    Culture and Communication: 2 hour program with video-conference access at four sites
        National Institute for People with Disabilities, Beyond Beep and Click: Using Technology with Interdisciplinary Teams, New York City, NY
2003    National Institute for People with Disabilities, Communicating on Interdisciplinary Teams: Bridging the Professional Differences, New York City, NY
        All-Ohio Institute on Community Psychiatry, Innovation in Training for Rural Practice: Interdisciplinary Collaboration in Rural Mental Health Care, Cleveland, OH
        Spring Continuing Education Conference for Social Workers, Interdisciplinary Teams in Rural Areas, Charleston, WV
        New Dimensions in Early Childhood Mental Health Conference, Interdisciplinary Mental Health Care: A Focus on Children, Cincinnati, OH

Other Professional Activity

2013    Abstract reviewer World Conference on technologies: Gerontechnology
2012    Reviewer, Medical Education
2012    Reviewer, Osteopathic Family Physician
2012    Abstract reviewer World Conference on technologies: Gerontechnology
2011    Reviewer: Bowling Green State University’s proposal for Masters in Gerontology
2006-2009 Ohio University Institutional Review Board
2008-2011 OU-HCOM Student Selection Committee
2009-present Faculty Fellow, Voinovich School of Leadership and Public Affairs
2007-present Gerontology Certificate Advisory Board
2007-present Peer reviewer for Rural and Remote Health
2005-present Consortium of Ohio Academic Geriatric Programs
2005-2010 Executive board member Western Reserve Geriatric Education Center
2004-2006 Abstract reviewer for the annual meeting of the 2005 American Geriatrics Society

Honors and Awards

2010    Standard of Excellence Award, Ohio University College of Osteopathic Medicine.
2004    Outstanding Leadership and Service to Southeast Ohio Training Network
2002    Athens County Habitat for Humanity, Golden Hammer award as volunteer of the year.
2002    Social Justice Award for work with Women Raise the Roof from United Campus Ministry at Ohio University, Athens, Ohio.
2000    Women Raise the Roof, which I co-chaired, was selected as a winner in the “Make a Difference Ohio” sponsored by USA Weekend Magazine.
Community Involvement

2007-2009 President, Athens County Habitat for Humanity
2006-2008 Chair, Green Design Committee, Athens County Habitat for Humanity
2005-2007 Vice President, Athens County Habitat for Humanity.
2003-2005 Secretary, Executive Board for Athens County Habitat for Humanity (ACHFH)
2003-2006 Steering committee ACHFH, Women Raise the Roof;
1998–2003 Co-Chair and founder, Women Raise the Roof, a coalition of ACHFH:
  • Helped write 2 grants that partially funded two homes;
  • Organized the efforts of over 100 volunteers;
  • Coordinated the fundraising for two homes (about $90,000) and the construction of those homes.

Additional Training

2012 University of Minnesota Online Global Health Course Module 1: Introduction to Health Care for Immigrant and Refugee Populations
2010 Institute for International Medicine Online International Medicine Course
2003 Supervisors' Tools & Resource Training: a six session (18 hours) series at Ohio University with a focus on the development of skills in management and leadership principles.
Appendix 7

Gillian Harper Ice, Ph.D., M.P.H
Curriculum Vitae
Department of Social Medicine
Ohio University
College of Osteopathic Medicine

Education
2002 University of Minnesota, M.P.H. program in Epidemiology
1998 The Ohio State University, Ph.D., Anthropology, specialization in Gerontology
1992 City University of New York, M.A., Anthropology
1990 Washington University, A.B., Magna Cum Laude, Anthropology

Professional Experience
2006-present Associate Professor, Department of Social Medicine, Ohio University College of Osteopathic Medicine
2006-present Associate Professor African Studies, Ohio University
2006-present Associate Professor, Department of Biomedical Sciences, Ohio University College of Osteopathic Medicine.
2000-2006 Assistant Professor, Department of Social Medicine, Ohio University College of Osteopathic Medicine.
2006 Assistant Professor, Department of Biomedical Sciences, Ohio University College of Osteopathic Medicine.
2006 Adjunct Professor, Consortium of Eastern Ohio Master of Public Health
2004-present Director of International Programs, Ohio University College of Osteopathic Medicine
2003-2006 Assistant Professor African Studies, Ohio University
2002-present Adjunct Faculty, Department of Anthropology, The Ohio State University.
1998-2000 National Institute on Aging Post-Doctoral Fellow, Center on Aging, University of Minnesota.
1998-2000 Instructor, Department of Gerontology, University of Minnesota.
1998-2000 Research Assistant, Clinical Outcomes Research Center, EverCare Evaluation, Division of Health Services Research, University of Minnesota.
1993-1998 Graduate Teaching Associate, Department of Anthropology, The Ohio State University.
1991-1992 Adjunct Lecturer, Department of Anthropology, Hunter College, City University of New York.
1990-1992 Research Assistant, Department of Anthropology, Queens College, City University of New York.
1990-1991 Research Assistant, Department of Vertebrate Paleontology, American Museum of Natural History.
<table>
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<tr>
<th>Year</th>
<th>Organization</th>
<th>Title</th>
<th>Funding Information</th>
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<tbody>
<tr>
<td>2012</td>
<td>OURC, “Attitudes and use of bed-nets in the fight against Malaria in western Kenya”</td>
<td>$8,000, Not funded, resubmitted/funded.</td>
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<td>2012</td>
<td>OU OU-HCOM/Social Medicine, Challenge Grant for Enhancing integration of public health content into medical education.</td>
<td>$7000</td>
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<td>2010</td>
<td>OUCOM, RSAC, “Gender, Caregiving and Nutritional Status among Luo grandparents: Internship project”.</td>
<td>Not funded by RSAC, funded by the Dean’s Office and Department of Social Medicine.</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>OUCOM, RSAC Award, “Measuring Stress among Luo Elders”,</td>
<td>$6500</td>
<td></td>
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<tr>
<td>2005</td>
<td>Ohio University, Baker Fund, “Measuring Stress among Luo Elders”,</td>
<td>$12,000</td>
<td></td>
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<tr>
<td>2005</td>
<td>National Science Foundation, “Gender, Caregiving and Nutritional Status among Luo grandparents”,</td>
<td>$265,000</td>
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<tr>
<td>2004</td>
<td>CORE Research Committee, “Association of Chapman’s Reflexes at the Adrenals with Salivary Cortisol” PI: Isabelle Escano (MSIV), Co PIs, Ice &amp; Eland,</td>
<td>$3050.</td>
<td></td>
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<tr>
<td>2004</td>
<td>Ohio University College of Osteopathic Medicine, RSAC, “The Toll of the HIV/AIDS Crisis on Kenyan Grandparents”,</td>
<td>$6,500</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>Ohio University &amp; Ohio University College of Osteopathic Medicine, Research Challenge Award, “Impact of multiple chronic stressors on cortisol variation and immune function among older Kenyans”,</td>
<td>$6,000</td>
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2003 National Science Foundation, “Impact of multiple chronic stressors on cortisol variation and immune function among older Kenyans” (not funded, resubmitted/not funded), $158,497

2003 National Institute on Aging, R03, “The Toll of the HIV/AIDS Crisis on Kenyan Caregivers” (not funded, resubmitted/not funded), $145,000


2003 Ohio University & Ohio University College of Osteopathic Medicine, Research Challenge Award, “The Toll of the HIV/AIDS Crisis on Kenyan Caregivers”, $6,000


2002 Alzheimer’s Association Conference Grant for AAGE conference. “First Annual Meeting of the Association for Anthropology and Gerontology, San Francisco, February 7-9”, $1,000.


2001 Ohio University College of Osteopathic Medicine, Research Award, “Stress Experienced by Residents of Assisted Living Facilities,” $8,735.

2000 Alzheimer’s Association, New Investigator Award, “Measuring Stress Experienced by Persons with Dementia,” $52,100.

1999 Student Research Award, Center of Urban and Regional Affairs, “Cortisol Variation among Healthy Older Adults,” $10,157.

1999 Wenner-Gren Foundation of Anthropological Research, Conference Grant, for symposium, “Biological Anthropology of Aging: Theoretical Approaches and Current Directions,” $1,000.

1997 Presidential Fellowship, The Ohio State University, $18,000.

Awards and Honors
2011 Outstanding Research Mentor, Year 1 PCC and Outstanding Social Medicine Faculty, CPC Year 1.
2006 Humanitarian Award, Ohio University College of Osteopathic Medicine.
2004 Standard of Excellence Award, Ohio University College of Osteopathic Medicine.
2003 Dean’s Award for Superior Service to the Ohio University College of Osteopathic Medicine

Publications
Books
Ice, G.H., D. Dufour and N. Stevens (In Progress) Disasters in the Field: Preparing and Coping with Unexpected Events in Field Research. Alta Mira Press.


Journal articles


Book Chapters and non-peer reviewed journals


Selected Abstracts/Presentations (1998 – present)


Williams, SR, Studebaker, JG, Moore, KA, Sadrudin, AFA, Ice, GH. (2012) Global variation in the interaction of socioeconomic status and health in older women: results from SAGE. Presented at the Human Biology Association meetings.


Ice, GH (2012) Do Kenyan grandparents invest in their grandchildren according to evolutionary predictions? Presented at the American Association of Physical Anthropologists.


Zidron, AM, IG Escaño, AN Hendrix, AN McConnell, JO Ongito, J Yogo, GH Ice (2005) The Effect of Cortisol on Blood Pressure In Kenyan Elders. (Presented at the American College of Osteopathic Family Physician Scientific Conference). _Award First Place in Student Poster Competition._


Book Reviews


Organized Symposia/Conferences


Invited Presentations
2008 Psychosocial Stress, Obesity, Hypertension and Diabetes. Presentation at the Barriers to Diabetes Care in Appalachia conference of the Rural Health Institute-Ohio
2004 Grandparenting in the Context of HIV/AIDS. Gerontology Institute, Georgia State University.
2002 It Shouldn’t Hurt to Grow Old: Elder Abuse and Neglect (with B Pfeiffer, W Carlsen, MK Sturbois). Seminars in Geriatric Medicine/Gerontology, Ohio University College of Osteopathic Medicine.
2001 Stress in Long-Term Care. Binghamton University, Institute for Primary and Preventive Health Care, Community Health Lecture Series.
2001 Stress in Long-Term Care. Seminars in Geriatric Medicine/Gerontology, Ohio University College of Osteopathic Medicine.
1995 Cross-cultural Perspectives on Aging, Social Networks, and Reciprocity. Summer Institute on Aging, The Ohio State University.

Teaching Classes

36
• Anthropology of Aging
• Biology of Aging
• Human Variation
• Introduction to Physical Anthropology
• Multidisciplinary Perspectives on Aging

Lectures/labs in Medical Knowledge Courses
• Advanced Directives lecture
• Advanced Directives Lab
• Appetite suppressant drugs (critical literature review)
• Biology of Aging
• Cardiovascular Observational Research and Trials
• Cross-Over designs (Epidemiology, Research & Biostatistics, Neurology)
• Diabetes & Health (critical literature review)
• Epidemiology, Prevention & Impact of the HIV pandemic
• Epidemiology of STIs
• Epidemiology of Smoking-Related Diseases
• Epidemiological Statistics (lecture and problem set)
• Evidence Based Osteopathic Manipulative Medicine
• Evidence Based Treatment of Cough
• Elder Abuse
• Facts on Aging
• Geriatric Assessment
  Introduction to Biostatistics
• Introduction to Cardiovascular Disease Epidemiology
• Introduction to Multicultural Medicine
• Introduction to Public Health and Preventive Medicine
• Journal Article Review in Psychopharmacology
• Stress
• Study Design and Biostatistics
• Long-Term Care
• Medical measurement and Cardiovascular Screening (lecture & problem set)
• Menarche and Menopause
• Natural history of disease
• One Night in the ER
• Public health and preventive medicine data problem set
• Race and public health
• Randomized Control Trial (critical literature review)
• Sensory Changes Lab
• Sexuality and Aging
• Smoking & Cancer (lecture & problem set)
• Social Determinants of Health
• Synthesis and Integration (Introductory & Geriatrics Block)
• Survey Research (critical literature review)
• Theories of Aging
• Vision loss (critical literature review)

**Facilitation**

• Clinical Presentation Curriculum I & Clinical Presentation Curriculum II

**Mentoring/Doctoral Committees**

• Ohio University College of Osteopathic Medicine mentoring program, 2000-2003
• Research and Scholarly Affairs Fellows, 2000-
• Advisor, International Medicine Club, 2004-2005
• Advisor, Amy Zidron, Biological Sciences, Ohio University, 2005-
• Advisor, Timothy Kermode, Biological Sciences, Ohio University, 2003-2005
• Doctoral Dissertation Committee, Kimberly Hill, Psychology, Ohio University, 2002
• Doctoral Dissertation Committee, Sharon Williams, Anthropology, Ohio State University, 2002 - 2003
• Doctoral Dissertation Committee, John Schriner, Communications, 2003 – 2004
• Doctoral Dissertation Committee, Michael Keil, Psychology, Ohio University, 2003-2004
• Doctoral Dissertation Committee, Chuck Hart, Biological Sciences, Ohio University, 2004-2010
• Doctoral Dissertation Committee, Brad Spickard, Psychology, Ohio University, 2008-2011
• Master’s Thesis Committee, Jaja Yogo, International Development Studies, 2005-2008
• Ohio Research Intern, University College of Osteopathic Medicine, Aalyia Sadruddin, 2011-2013

**Professional Activities**

• Membership/service in professional societies
• Association for Anthropology and Gerontology, President (2001-2003)
• American Association of Anthropologists, Member
• American Association of Physical Anthropologists, Member
• Gerontological Society of America, Fellow
• Human Biology Association, Fellow & Secretary Treasurer (2004-2008)
• Ohio Association Gerontology and Education, Board Member (2008-2012)
• Society for Applied Anthropology, Fellow
• Society for Medical Anthropology, Member

**Editorial**

Guest Editor, Special Issue on Biological Anthropology of Aging, *Journal of Cross-Cultural Anthropology* 20(2)

Guest Editor, Special Issue on Biological Anthropology of Aging, *Collegium Antropologicum*, 2003


**Manuscript Reviews**

- *Dance and Stress Revisited* J Hanna. AltaMira Press.
- *American Journal of Human Biology*
- *Annals of Human Biology*
- *Global Public Health Journal*
- *Human Biology*
- *Preventive Medicine*
- *Psychoneuroendocrinology*
- *Journal of Biosocial Science*
- *Journal of Cross Cultural Gerontology*
- *Nutrition Journal*
- *Current Anthropology*
- *Stress*
- *Research on Aging*
- *Biological Psychology*
- *Journal of Biosocial Science*
- *Nutrition Journal*

**Grant Reviewer**

- Alzheimer’s Association
- National Science Foundation
- Ohio University 1804 Grant program
- University of Toledo, Interdisciplinary Research Initiation Awards Program

**Service**

**Department**

- Search Committee, Grant writer, 2012
- Social Medicine Promotion and Tenure Committee, 2011-2012
- Search Committee, Epidemiology position, 2005
- Section of Preventive Medicine & Public Health, 2002-
- Search Committee, Preventive Medicine/Public Health Position, 2001

**College**

- Dean Search Committee, 2011-201
- Advisor AMSA and IFMSA, 2010-
- Center for Multicultural Medical Education, 2009-
- Search Committee, College Biostatistician, 2007
- Search Committee, CORE director, 2007
- Global Health Committee (International Programs Advisory Committee), Chair, 2004-
- Search Committee, Geriatrics, 2004, 2010-2011
- Tropical Disease Institute, 2003-
- Research and Scholarly Affairs Committee, Chair, 2003-2007, member, 2009-2011
- Chair, Geriatrics Block Team 2003-2004
- CPC Steering Committee, 2003-2004
- Somatic Dysfunction Research Institute Review Committee, 2003
- Program Evaluation and Curriculum Development Committee, 2002-2003
- Elections and Nominations, 2001-2005
- Curriculum Advisory Committee, 2001-2003
- Search Committee, Geriatrics, 2000-
- Geriatrics Block Team, 2000-
- Dermatology Block Team, Summer 2000-Winter 2001

University
- Global Health Interest Group, 2011-
- UIC Linkages Committee, 2011-
- Dean's evaluation committee, 2011
- International Travel Fund Committee, 2005-
- Study Abroad Committee, 2008-2010
- University Task Force for International Programs, 2004-2005
- Curriculum Committee, MPH program, 2004-
- University International Council, 2004-
- Gerontology Advisory Committee, 2002-2004
- Judge, Ohio University Scientific Fair, 2004-
- Linkages Committee, UIC, 2011-

Professional Associations
- Human Biology Association, Public Relations Committee, 2000-2003
- Human Biology Association, Secretary/Treasurer, 2004-2008

Community
- Ohio University Child Development Center Parent Advisory Board, President 2011-2013
- Judge, Southeastern Ohio Science Fair, 2004
- President, Kenyan Children's Fund, 2002-
- Washington University Alumni and Parents Admissions Program, 1999-2005