Annual Report
Global Health Initiative

2013-2014
Mission

The Global Health Initiative promotes improved preventive and primary care, community based healthcare and research, locally and worldwide, by expanding collaborative opportunities to view health from a global perspective. By engaging OHIO Faculty and students in multi-disciplinary global health education, research and outreach, GHI strives to build awareness of global health issues, prepare students to work with diverse and underserved populations and foster an understanding of the connections among health policy, sociocultural, political and environmental factors.

Strategic Objectives

SO1 - Financial: Grow overall budget through curriculum and specific programs through grants and donations.

SO2 - People: Build Global Health knowledge, capacity and capability of faculty and students.

SO3 - Programs/Services: Focus depth of programs on building existing connections, inter-professional teams and collaboration and breadth of programs on use of third party providers. Focus areas are: primary care education, research and prevention that consider multiple environmental, socio-economic factors.

SO4 - Growth: Build programs slowly with a focus on interdisciplinary opportunities and not competing with each other for students.

SO5 - Operations/Quality: Develop systems and measures focused on customer service, program effectiveness, improving effectiveness of primary care and serving underserved populations.

SO6 - Community: Create sustainable global health programs through collaboration and long-term relationships.
Summary

The second year (2013-14) of Ohio University’s Global Health Initiative, a program of the Heritage College of Osteopathic Medicine and the College of Health Sciences and Professions has been one of growth in interdisciplinary partnerships, educational programming, curriculum development and establishment of processes, policies and procedures to ensure effective and efficient global health study abroad programming. The Global Health Task Force and its subcommittees, made up of faculty and staff from multiple disciplines, continue to actively participate in oversight of programs and curriculum. The Curriculum Committee worked to launch the global health undergraduate certificate, including several new online courses, and made great strides in identifying the core competencies and curriculum for the Global Health Master’s Program. The Study Abroad Committee reviewed and approved new study abroad program proposals, made suggestions for improvement of program marketing and awarded student travel awards. The Research Committee developed the criteria for the annual faculty research award and made the first award for research that was carried out in Botswana in the summer of 2014.

Some key highlights include:

- Added an HSP faculty member to lead curriculum development for the Global Health Certificate and Master’s Degree programs.
- Supported 14 Graduate Students with TA and office positions
- Proposed and received approval for five new faculty-led programs expanding Global Health opportunities to PT, CSD, Public Health, and Nursing students.
  - Botswana Rehabilitation Services – Janice Howman and Janice Wright, Directors
  - Canada – Environmental Health and Sustainability, Michelle Morrone, Director
  - Ecuador – Community & Public Health, Tania Basta, Director &
  - Ecuador – OMM Elective, Dr. Eland, Director
  - London – Comparative Health Systems, Deborah Meyer, Director
- Ran four faculty led programs out of the nine approved programs with a total of 66 participants:
  - London Comparative Health Systems- May 24, 2014 to June 7, 2014
  - Botswana Healthcare- June 5, 2014 to June 26, 2014
  - Ecuador Tropical Disease Research Program- June 7, 2014 to July 12, 2014
  - Botswana Rehabilitation Services- July 27, 2014 to August 15, 2014
- Facilitated the completion of six Independent International Rotations by HCOM3 students, with one OMM Fellow participating in an OMM seminar in Germany. Registered seven HCOM1 students for summer medical related travel during their vacation time.
- Provided travel awards in the amount of $12,500 to 13 HCOM and CHSP students participating in 4 different programs
- Facilitated the participation of a total of 73 students in GH Study Abroad programs and registered seven first year medical students for independent medical related travel. Participants travelled to 12 different countries: Angola, Botswana, Ecuador, Germany, Iceland, India, Israel, Mexico, Papua New Guinea, Peru, Uganda, and the United Kingdom.
- Completion of the Introduction to Global Health (HSP 2210) online course by 1,521 participants in 5 sections offered Fall 2013, Spring 2014 and Summer 2014.
- Development by the African Studies Program of a unique, first of its kind in the US, partnership with the Government of Botswana to establish the teaching of Setswana on the Athens Campus in support the many OHIO partnerships with Botswana.
## 2013-14 Accomplishments

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<tr>
<th>Area</th>
<th>2013-14 Goals</th>
<th>Accomplishments</th>
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<tbody>
<tr>
<td><strong>Education</strong></td>
<td>• GH UG Certificate enrollment of 20 and HSP 3521 &amp; 3930 minimum enrollment of 20. (SO1, SO3, SO4)</td>
<td>• All core courses to be available online by spring 2015</td>
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<td>• Enrollment in Intro to GH Course of 1000 Fall, 1000 Spring and 500 summer (SO1, SO3, SO4, SO5)</td>
<td>• Course offered 5 times in Fall, Spring, Summer 2013-14 with a total enrollment of 1,521</td>
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<td>• Develop position description &amp; hire faculty to oversee the GH Certificate &amp; Degree programs (SO2)</td>
<td>• Deborah Meyer hired September, 2013</td>
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<td>• Develop a Manual for faculty program directors (SO2)</td>
<td>• 40% complete: Program development checklist and funding requirements developed</td>
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<td>• Complete website, branding elements, and build Facebook community to market programs (SO4)</td>
<td>• Website launched Sept. 2013; Facebook community increased from 322 to 623; Communications plan developed for 2014-15</td>
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<td>• Develop program selection criteria (SO5)</td>
<td>• Proposal review criteria and checklist developed</td>
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<td>• New program development: London program by Summer 2014; Establish Angola as a regular site for IR; start site development process for Guyana; support faculty in program development (SO3, SO4)</td>
<td>• London program implemented; Agreements in Angola in place; Guyana proposal in process as site for Summer 2015 Case Competition; $12,000 in new program development and support funds provided to 5 faculty members</td>
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<td>• Complete MOU with ISL and CFHI (SO3, SO4)</td>
<td>• MOU &amp; Faculty agreement in place with CHFI; ISL MOU under review at ISL</td>
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<td></td>
<td>• Develop Grad certificate curriculum - Spring 2015 start date; Develop Master’s Program competencies, curriculum (SO1, SO3, SO4)</td>
<td>• Grad certificate revisions in process; Master’s competencies identified; curriculum mapping in process</td>
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<td>• Develop GH Case Competition with target of Fall 2014 implementation (SO3,SO4)</td>
<td>• Dates set for Fall 2014; marketing in place</td>
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<td>• Determine critical outcomes for each program, identify measures and develop measurement process (SO5)</td>
<td>• 1% complete – Key Focus for 2014-15</td>
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<td>2013-14 Goals</td>
<td>Accomplishments</td>
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<td><strong>Research</strong></td>
<td>• Document existing Faculty GH research and interest in GH Research across campus (SO2, SO4)</td>
<td>• Survey developed; to be administered Fall 2014</td>
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<td>• Develop process and criteria for faculty global health research award (SO2)</td>
<td>• Process developed; first award of $11,158.10 made May 2014</td>
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<td>• Support research partnership with existing partners (Ecuador, India) &amp; establish research partnerships with new sites (London, Guyana, Botswana) (SO2, SO5, SO6)</td>
<td>• Botswana research partnership developed with Twinning</td>
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<td>• Develop an online resource for faculty and students conducting GH research (SO2)</td>
<td>• In development</td>
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<td><strong>Community Service</strong></td>
<td>• Develop LT Goals for faculty led programs aligned to community needs where programs exist (SO6)</td>
<td>• Bots Research/Work with Botswana IHS o develop nursing curriculum</td>
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<td>• Obtain external funding for MOH/IHS training in Botswana (SO1, SO6)</td>
<td>• $108,000 available to project partnership, of which OU faculty/staff have access to $73,000 for travel and conducted training for development of nursing curriculum and other topics with IHS in Botswana.</td>
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Global Health Study Abroad Program Participation

**All GH Study Abroad Participants (Unique) (2008-2014)**

- 2008: 40
- 2009: 30
- 2010: 34
- 2011: 31
- 2012: 18
- 2013: 75
- 2014: 80

**HCOM Participants Programs & IR (2008-2014)**

- 2008: 9
- 2009: 6
- 2010: 9
- 2011: 2
- 2012: 1
- 2013: 14
- 2014: 12

GH Program Participation by Major

- Sciences
- Public Health
- PT
- Pre Med
- Other
- Nursing
- Medicine
- IS/IDS
- Engineering
- CSD
- Comm Dev
- Child Life

**GH Program Participation by Major (2013-14 vs 2012-13)**

- Sciences:不变
- Public Health:减少
- PT:增加
- Pre Med:降低
- Other:不变
- Nursing:增加
- Medicine:增加
- IS/IDS:增加
- Engineering:降低
- CSD:增加
- Comm Dev:降低
- Child Life:不变
Global Health Course Evaluation

General Indices across sessions (Fall 1, Fall 2, Spring 1 & Spring 2)

![Graph showing Global Index, The Instructor, and The Student indices across sessions.]

Instructor related indicators across sessions (Fall 1, Fall 2, Spring 1 & Spring 2)

- Had a well-developed plan
- Demonstrated the importance
- Presented the material in a clear manner
- Displayed concern for students
- Challenged learning ability
- Assignments were related to course goals
- Course requirements were documented
- Provided timely feedback
- Used additional resources
- The classes were productive
- Provided opportunities for questions
- The pace was just right
- Highlighted main points effectively
- The instructor enthusiastic for the course
- Provided opportunities for questions
- The information was complementary to...
Student related indicators across sessions (Fall 1, Fall 2, Spring 1 & Spring 2)

- I came to class prepared: 4.27
- I thought critically about the course material: 4.10
- I played an active part in this course: 4.23
- My knowledge was significantly increased: 4.19
- I asked for help when I needed it: 3.89
Events & Other Activities

International Education Week - November 11-15

As part of the campus wide International Education Week events, the Global Health Initiative presented information on its services at Alden Library on November 12 and offered a Global Health Fair at Grover Center on November 13. The 2013 Global Health Fair featured displays from student organizations and faculty led global health related study abroad programs as well as a poster display of student and faculty global health research. Deborah Meyer, Ph.D., RN, serves as co-director of IEW.

Marketing/Awareness Events

- Study Abroad Fair, September 16, 2013
- Ecuador Primary Care Clinical Elective Presentation, November 4, 2013
- Presentations by Dr. Susmita and Dr. Barun Mukhopadhyay from India, November 5, 2013
- Botswana Healthcare Presentation, November 12, 2013
- A Taste of Study Abroad, April 16, 2014

Achievements/Recognition

Gillian Ice, Ph.D., MPH, director of the Ohio University’s Global Health Initiative, was awarded the Ohio University’s first Faculty Award for Excellence in Global Engagement on November 15, 2013 during International Education Week.

Brooke Halllowell, Ph.D., an active member of the Global Health Task Force, who also interfaces with the Global Health Initiative as Director of the Aging and Wellness Collaborative, received several honors and awards in 2013-2014.

- Honors of the Council, Council of Academic Programs in Communication Sciences and Disorders, 2014
- Certificate of Recognition for Outstanding Contributions in International Achievement, American Speech-Language-Hearings Association, 2013
Dr. Hallowell also took on the following new service roles in 2013-14:

- Council of Academic Programs in Communication Sciences and Disorders. Chair, Global Outreach Committee

**Student Awards**

**Emile Prot** and **Amy Vagedes** were awarded with the 2014 HCOM Global Health Awards.

Global Health Office graduate student, **Nihal Said** (2014 Masters in Communications & Development Studies), received the Ohio University Student Enhancement Award to examine how people in Egypt, especially women can combat sexual harassment with the use of communication tools.

Doctoral students **Maria Modayil** was a finalist for the Ohio University Charles J. Ping International Student Leadership Award and **Javad Anjum**, received the Ohio University - Outstanding Graduate Leader (Doctoral) Award.

**Botswana Twinning Partnership**

In 2012, a delegation from OU travelled to Botswana to explore the possibility of developing relationships in Botswana related to global health. The following year a MOU was signed with the Botswana Ministry of Health (MoH). A working group at OU has been established to direct health-related projects in Botswana and includes: Gillian Ice, Randy Leite, Steve Howard, Deborah Henderson, Caroline Kingori and Beatrice Selotlegeng. In 2013, we began to set priorities with the MoH for our partnership. Three initial projects were identified.

1) Assisting the Institutes for Health Sciences (IHS) in upgrading their nursing curriculum from a diploma to a degree program.
2) Development of research collaboration, and
3) A research training program for the MoH, National AIDS Coordinating Agency (NACA).

Shortly after, we were approached by the American International Health Alliance who offered to fund the partnership with IHS as part of their twinning program which is funded by CDC/PEPFAR. Following a proposal process, the Twining Partnership was established. In the fall of 2013, Drs. Leite, Ice and Henderson traveled to Washington DC for training with American International Health Alliance and to finalize a workplan. The workplan contains three objectives, with specific activities within each objective. The objectives are:

- To improve the quality of IHS's nursing degree program instruction and management through faculty development and master's level training.
- To strengthen IHSG's clinical preceptor program by establishing and implementing processes to recruit, train and evaluate clinical preceptors.
- To improve and increase faculty and student access to IHSG's learning resources by the end of the partnership.
- To improve IHSG's organizational and management infrastructure through CQI training and activities.
Three exchange trips occurred in 2014. In February, we began the curriculum development process and contained activities related to learning outcomes, assessment, curriculum mapping, continuous quality improvement, problem based learning and evidence based medicine. Nancy Stevens, Deborah Henderson, Kim Miller-Wenning, Gillian Ice and Sally Marinellie were on the team.

In April, a team from Botswana travelled to Athens and we continued work on curriculum development, problem based learning, precepting, curriculum management and had meetings with the Ohio Board of Nursing. In June, Gillian Ice and Deborah Henderson travelled to Botswana. Dr. Ice delivered workshops on evidence based medicine and problem based learning and Dr. Henderson worked with the nursing faculty on curriculum design and the development of master syllabi. Students have been identified to begin the online nurse educator master’s program at OU this academic year. The partners are now working to develop specific goals and activities for the second year of the project.

The working group decided to combine the second two goals of the MoH priorities to establish a joint research collaborative and training program. Discussions are still ongoing. We have developed a survey on research knowledge and skills to establish the correct level of training and are beginning to develop research groups. Dr. Marape Marape was hired to direct the ongoing projects in Botswana. Dean Leite has also offered 5 assistantships to Batswana who are seeking graduate degrees in health sciences at OU. The MoH is identifying individuals for this program.
International Education Programs

Botswana Healthcare - June 5-26, 2014

The 16 students and 2 faculty participating in the Healthcare in Botswana program learned about HIV/AIDS, healthcare and culture in Botswana through lecture, clinical shadowing, service learning and planned excursions. Several Batswana experts provided an introduction to HIV/AIDS and other topics on the first day of the program. Students visited Camphill, a home and school for children with disabilities. Students designed and implemented several craft and sports activities for these children. Additionally, students conducted a “little people’s hospital” at Stepping Stones International (SSI), an after school program for orphans and vulnerable children. Students set up stations and taught the children how to conduct different health assessments and then the children performed the assessments on our students and SSI staff.

Students compared and contrasted healthcare in Botswana by shadowing clinicians at a public hospital and a pediatric AIDS outpatient clinic. They toured a private hospital to see the contrast in care. At the public hospital, Princess Marina, students learned firsthand about the rate of TB in Botswana by working on the medical ward. Students rotated on medical, surgical, orthopedic and pediatric oncology wards. All learned how staff in the public hospital was able to work well with limited resources. Gloves for staff were never easy to find and wheelchairs were put together out of lawn chairs and bike tires. Patients had no privacy, windows were left open to allow for circulation due to the rate of TB and flies hovered over patients. Doctors used cell phone flashlights to see during the frequent power outages. The wards were dark and stuffy. They used disposable razor blades instead of scissors to cut dressings. In contrast, the private hospital, Bokomosho, was in many ways no different than hospitals at home.

The students also spent 2 days at the Baylor Botswana Children’s Center of Excellence, a local clinic for children infected with HIV and their families. The facility is state of the art and they decorate it with art work from children and caregivers. They have a comprehensive service for children, including well visits, pill counting/pharmacy, psychological services, art therapy, social work and a new adolescent center for kids to just have fun and support. They provide services for the caregivers as well. They are also leaders in the best care for HIV patients in the world and have the research to back it up. Students rotated with providers, met with the nutritionist, psychologist, and social worker and nursing students planned a health education activity for patients.

Cultural excursions included a stop at a pottery outlet, an area with rock paintings, a visit to Dr. Livingstone’s tree and the Mokolodi game reserve. Students also visited a cultural village where they were treated to song and dance. A couple of the students tried their hand at grinding sorghum and the women were taken to participate in some of the dances. Students were also able to take a 3 day safari in the Okvango Delta.

Gillian Ice continued her work with the Institutes for Health Sciences as part of the Twinning partnership which is designed to assist IHS in their planned upgrade from a diploma to a degree program. She gave a three day workshop on evidence based medicine and problem based learning. Eliza Harper joined the curriculum discussion in the morning. Additionally, Gillian Ice, Dr. Marape Marape and Caroline Kingori had several meetings with the Ministry of Health to solidify CHSP scholarships and plan a research collaborative and training program.
Selected Evaluation Results

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<tr>
<th>Question</th>
<th>Mean</th>
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<tbody>
<tr>
<td>The program helped me to improve my clinical and/or research skills.</td>
<td>4.96</td>
</tr>
<tr>
<td>I would recommend this program to others.</td>
<td>5.00</td>
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*Scale: 1 = Strongly Disagree to 5 = Strongly Agree

Student Responses to: How has your participation in this program affected your future career plans or interests?

- It oriented me to what to expect when doing international research something I would want to do.
- This program solidified my desire to be a nurse even more so then before.
- Influenced me to become a global nurse
- I am still interested and even more excited about going into medicine and becoming a doctor after this trip.
- I could not be more excited about a career in medicine. It has solidified my path and made me pumped about the future.
- I got a lot of satisfaction by interacting with my research participants; and feel more motivated to work along my line of research interest.
- I loved learning about the culture and traveling. I am definitely more interesting in working internationally if only for a month or so a year in the future.
- It had caused me to consider working in other countries as a nurse after graduation. It opened my eyes to the importance and benefits of working globally.
- I am definitely considering travel nursing and would love to do this or another similar trip again next year. I will never forget my experiences there and I think they will help me a lot when I begin clinicals again in the U.S.
- Participation in this program has heightened my desire to integrate global health into my medical practice.
- I think this program has encouraged me to continue working hard in medical school.
- It has really given me a sense of appreciation for my career path in the States. I truly feel blessed.
- Reinforced my interest in global health / international medicine

Botswana Rehabilitation Services - July 27 - August 15, 2014

Speech and Physical Therapy students with the Botswana Rehabilitation Services program participated in a variety of professional and cultural opportunities in Gaborone and Francistown, Botswana. At Camp Hill, a residential facility providing educational and vocational training to children with special needs, the group toured, observed, provided in-service training to staff, and conducted hearing screenings with the students. They also had several opportunities to enjoyed meals and playtime with children. To identify other areas where rehabilitation service programs and Ohio University can provide additional assistance to Camp Hill, the group talked with staff members about Camp Hill’s next steps, things they are trying or want to see, as well as things they may need to make the plans reality.

Following their time at Camp Hill, the group went to the Botswana Central Resource Center (CRC) where assessments are performed for the entire country by the public sector. The staff at CRC include educational psychologists, speech language pathologists, and occupational therapists, as well as assessors for vision impairments. CRC is also the Braille translation location for the entire country. The staff in this area download scans of textbooks, translate them to Braille, print and edit all the books one at a time!
The next day the group spent a day at Princess Marina Hospital, the government run, public hospital in Gaborone. Here, for about 5 Pula any citizen of Botswana can be seen. The group split up between departments for the day and the PT students and faculty spent the day with the physiotherapists and the SLP students and faculty spent the day with Audiologists. The department of 7 physiotherapists are in charge of both the outpatient and the acute care patients at the 600 bed hospital! The group divided again to be able to see what it’s like in both settings. Students noticed that even though the wards are crowded and there are limited resources in the wards and the clinic, the physiotherapists are very resourceful, using what they have to the highest potential and seeing about 20 patients per day.

The program’s first two days at Mariri, a private clinic were filled with smiling children. The team began in the classrooms, observing and helping with lessons like coloring, counting, reading, and exercising. The faculty and students assisted Mariri with her speech therapy sessions throughout the day. While the PT faculty and students encouraged some functional playing with children with motor delay. During the final day at Mariri clinic the faculty and students performed in-service training for the staff members. The topics included the Basics of First Aid, the Communication Matrix, Ergonomics and Parental Information.

The group then traveled to Francistown, Botswana where they were greeted by Matilda, a graduate of the Ohio University Physical Therapy Program. Matilda arranged several opportunities for the group during the remainder of their stay in Botswana. To begin their journey in Francistown, physiotherapists from settings all throughout the city came to listen to in-services including Evidence Based Practice and how to critically read articles to decide whether or not to implement changes in current practice and Neurological Complications of HIV/AIDS.

Students also enjoyed the Tantebane Game Ranch, the Ladies No. 1 Detective Agency Tour, Botswanacraft marketplace and a safari at the Mokolodi Nature Preserve.

Selected Evaluation Results

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<td>The program helped me to improve my clinical and/or research skills.</td>
<td>4.17</td>
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<td>I would recommend this program to others.</td>
<td>4.67</td>
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*Scale: 1 = Strongly Disagree to 5 = Strongly Agree

Student Responses to: How has your participation in this program affected your future career plans or interests?

- It has made me want to continue to pursue my interest in pediatrics
- It has made me more confident in my ability to interact with and treat pediatric clients, especially those with sensory integration disorders (2)
- I learned that physical therapists in Botswana use similar theories and techniques as US therapists. Therapists in Botswana have limited resources but are extremely resourceful. I hope to take some of their resourcefulness with me and realize that I don’t need the fanciest equipment to be a good PT (2)
- I’m more open to treatment ideas without fancy equipment and more appreciative of the resources we have in the US (2)
The Tropical Disease Research Program in Ecuador provides students with the opportunity to learn research techniques and implement these skills through field work on a variety of projects. This year the students conducted multidisciplinary surveys, worked with the Healthy Living Team in implementing programs to combat Chagas disease and participated in lab activities at the Center for Infectious Disease Research in Quito.

The Healthy Living Initiative students worked on the development of six projects during spring semester 2014 which aimed to combine the use of scientific research and local knowledge to shape healthy living environments that deter Chagas disease, promote health, and expand opportunities for income generation. Moreover, the projects covered a variety of activities with a focus on community participation.

2014 Healthy Living Initiative Projects:

- **Strengthening Agricultural Systems**: The team conducted focus groups, interviews, and other field activities to collect data about the perceptions of local farmers with regards to the use of heirloom seeds.
- **Bella Maria Community Center**: The students worked at the community center in Bella Maria in the development of a mini library, workshops, and research.
- **Health Campaign**: The students conducted focus groups in the communities of Guara, Chaquizhca and Bella Maria to get the perceptions of community members regarding Chagas disease. In addition, the research team built a community message board for the health campaign.
- **Participatory Visual Methods**: The research team worked with the youth in video production workshops, fieldtrips, and focus groups. The video production aspect aimed to give the youth a voice to express their views as well as showcase their identity and participation in their communities.
- **Peridomiciles for Chagas Intervention**: The project aimed to design and implement healthy housing habits around the home for livestock and storage for heirloom seeds. The team built the peridomice infrastructure in collaboration with community members, conducted research, and used the family’s input to develop the design of the peridomiciles.
- **Sport and Community Mobilization**: The research team used soccer as a resource to teach about Chagas disease. The participants were 9-14 year old children in the communities of Guara and Chaquizhca. The research time also conducted focus groups with the local water committee members to explore their perceptions about ecotourism and the possibility of forming a community council.

Over the summer, 31 students participated in the program including 1 HCOM student and 4 students from the College of Health Sciences and Professions.

### Selected Evaluation Results - Ecuador TDI Research Program

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<td>The program helped me to improve my clinical and/or research skills.</td>
<td>4.15</td>
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<tr>
<td>I would recommend this program to others.</td>
<td>4.00</td>
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**Student Responses to: How has your participation in this program affected your future career plans or interests?**

- Now I want to work in Ecuador.
- Tremendously. Was great to get hands on experience in the field doing the kind of work I’m interested in doing in the future.
- It has refocused my professional plans.
- I have really started thinking about a lot of things I was not thinking about before. New friendships and partnerships have formed. I will continue work when I get back to OU and even when I return to my home country.
- I have many more intentions of learning a second language and traveling the world.
- I plan on being more involved in mission trips and want to have a more hands on role in research in the future.
- I enjoyed the Global Health aspect of this trip, but I realized research may not be a fit for me.
- I would like to learn Spanish now to help me communicate with future patients and have decided to take a military physician route due to my discovered comfort with traveling and adjusting to new cultures.
- It has made me consider the field of infectious diseases.
- It will hopefully make me more competitive with hiring companies.
- It has strengthened my desire to work with Latin American communities as well as work in a laboratory research setting.
- After participating in this trip I am now interested in attending the new master’s program in infectious disease at Pontifical Catholic University of Ecuador before applying to medical school. I think that this will allow me to grow personally, academically, and as a future health care provider.
UK London Comparative Health Systems

Nine students from nursing and communication sciences and disorders (CSD) along with a medical student traveled to London for two weeks in the early part of May. Program Director, Deborah Meyer developed a 5 module online course to introduce students to the topic prior to travel. During the pre-trip preparations and while in London, the students compared health care systems in the U.S. and U.K. Students also attended lectures at City University London; visited hospital, clinics and schools; interacted with U.K. students; and enjoyed the sites of the city. In attempt to see it all, the group spent 10-12 hours a day out of their hotel and didn’t allow the London rains to spoil their adventures. Upon their return, students submitted papers comparing and contrasting an issue they found interesting during the course.

Selected Evaluation Results - UK: London Comparative Health Systems

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<tr>
<td>The program helped me to improve my clinical and/or research skills.</td>
<td>4.20</td>
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<td>I would recommend this program to others.</td>
<td>4.80</td>
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*Scale: 1 = Strongly Disagree to 5 = Strongly Agree

Student Responses to: How has your participation in this program affected your future career plans or interests?

- I now know a lot more about health care in the US and how it compares to other countries and the changes that we now need to make to help.
- It has helped me grow as culturally and academically
- Participating in this program sparked my interest in keeping up with current health care issues and debates. This program will help me in my future career because I will be more aware of what patients go through financially in order to receive health care.
- Definitely. I would love to get involved in health care policy.
Independent International Rotations (HCOM)

A total of six 4th year medical students completed independent rotations in five locations, including Papua New Guinea; Cavango, Angola; Pune, India; Cusco, Peru; Guadalajara, Mexico; and Reykjavik, Iceland. In addition, a 4th Year OMM Fellow completed a 2 week OMM educational course in Frankfurt, Germany.

In addition, 7 first year medical students registered medically related travel during their summer vacation time to Quito and Riobamba Ecuador; Guwahati, India; Bat Yam, Israel; and Kabale, Uganda.

Selected Evaluation Results

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean</th>
</tr>
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<tbody>
<tr>
<td>The program helped me to improve my clinical and/or research skills.</td>
<td>5.00</td>
</tr>
<tr>
<td>I would recommend this program to others.</td>
<td>5.00</td>
</tr>
</tbody>
</table>

*Scale: 1 = Strongly Disagree to 5 = Strongly Agree

Student Responses to: How has your participation in this program affected your future career plans or interests?

- It has definitely confirmed to me that I am supposed to be involved in international medical missions in some form or other in my career, whether it be full or part-time volunteer work.
- I hope to continue with global health, especially at places like this one.
- This rotation has not only helped me learn useful language skills but has also taught me patients and what it is like to not understand everything in a medical setting. This was an invaluable experience.
- I have become more interested in the medical missionary field, have more of an understanding and a desire to help with global health concerns, and have learned new perspectives in treating patients through working with my preceptor.

AMSA/IMFSA Exchange Program

The student run AMSA-IMFSA Clinical Exchange program hosted one incoming exchange student from May 28 to June 27, 2014. Chanoksuda Hiransiriwat from Thailand, who is studying medicine at Thammasat University, worked with her preceptor, Dr. James Sammons, in internal medicine.
Travel Awards

The Global Health Travel Award process is administered by the Study Abroad Committee of the Global Health Task Force. The Committee used a Criteria Rubric to score applicant’s essays and awarded $12,500 in 2013-14 to help with travel and program costs for 13 students. The distribution of awards is as follows:

<table>
<thead>
<tr>
<th>By College/Major</th>
<th>3 HCOM, 2 Pre-Med, 2 OU Other, 1 Nursing, 5 PT, 1CSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Program</td>
<td>5 Botswana Healthcare, 6 Botswana Rehabilitation Services, 1 TDI Research, 1 Independent Rotation</td>
</tr>
</tbody>
</table>

Global Health Task Force

- Curriculum Committee – Deborah Meyer, Chair
  - Oversaw progress on the development of the online core and elective courses for the Global Health Undergraduate Certificate program with all core courses to be offered by Fall of 2014
  - Developed core competencies for the Global Health Master’s program and started the curriculum mapping process with the goal of implementing the program no later than 2018
- Study Abroad Committee – Caroline Kingori, Chair
  - Reviewed and approved 5 new Global Health Program proposals
  - Selected travel award recipients
  - Discussed and developed ideas for program marketing
- Research Committee – Gillian Ice, Chair
  - Developed proposal review criteria and awarded first faculty Global Health Initiative Research and Scholarly Award

Outcomes

Last year, as the starting point to determine outcome measures for the program, the HCOM Institutional Assessment and Planning office analyzed data on 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 areas. While results were mixed, the analysis provided an analysis process and dashboard that can be used as the basis for future outcome measurement. Updated results are not yet available for 2014.

To add to the analysis started in in 2013, the Global Health office worked with Institutional Planning and Assessment office to add 5 questions to existing HCOM surveys that require completion by the medical students upon acceptance to HCOM and then after completing their 4th year. In this way, the Global Health will be able to establish the baseline for these 5 attitudnal questions and compare reponses between students who have participated in global health experiences during their 4 years and those who have not.

Presentations, Publications and Research

Presentations:


Grijalva, M. J. (2014, July). Healthy houses for Healthy Living: Participatory design of a prototype house to control the vector transmission of Chagas disease in Loja, Ecuador. Invited keynote speaker at LAN-MEEGID (Latin-American Network of Molecular Epidemiology and Evolutionary Genetics of Infectious Diseases) and the III National Meeting of Infectious Disease Research and Tropical Medicine, Quito, Ecuador.


Grijalva, M. J., Villacis, A., & Moncayo, A. L. (2014, July). Distribution of triatomine species in domestic environments in central coastal Ecuador. Oral presentation at LAN-MEEGID (Latin-American Network of Molecular Epidemiology and Evolutionary Genetics of Infectious Diseases) and the III National Meeting of Infectious Disease Research and Tropical Medicine, Quito, Ecuador.

Hallowell, B. (2013, November). Aging and disability in the Malaysian context. Malaysia @ Ohio University: Celebrating Five Decades of Strategic Partnership. Center for International Studies, Ohio University, Athens, OH.

Hallowell, B. (2013, November). Boosting self-empowerment for research career development- Part I. Universiti Kabangsaan Malaysia Faculty of Health Sciences, Putrajaya, Malaysia.


Hallowell, B. (2014, February). Boosting self-empowerment for research career development- Part II. Universiti Kabangsaan Malaysia Faculty of Health Sciences, Hulu Langat, Malaysia.


Hallowell, B. (2014, March). Building academic and clinical programs in underserved regions. Distinguished Speaker for Lynda Campbell Memorial Lecture, St. Louis University, St. Louis, MO.

Hallowell, B. (2014, March). Global perspectives on aging, disability, and access to care in the developing world. Distinguished Speaker for Lynda Campbell Memorial Lecture, St. Louis University, St. Louis, MO.


Publications:


Research:


**2013-14 Grants**

$108,000*  
**Ice, Gillian.** Twinning – IHSG and Ohio Partnership for curriculum development and training in Botswana. *$73,000 available for OHIO travel and workshop delivery expenses.

$5,000  
**Kingori, Caroline, Ice, Gillian.** CHSP Mentored Research Award. Service Providers’ A Cross-Sectional Study to Examine Gaps in HIV Transmission Knowledge and Prevailing Attitudes and Feelings Towards People Living with HIV in Othaya, Kenya.

$3,000  
**Meyer, Deborah.** OU Center for International Studies (CIS). Travel award for program development in London, Comparative Health Systems Program in partnership with City University of London.

$13,000  
**Meyer, Deborah, Ohio University 1804 Grant.** Faculty training and development of on-line course for the Global Health Undergraduate Certificate.

$1,377  
**Howard, Steve.** Government of Botswana. Stipend support for a Graduate Assistant to introduce the teaching of Setswana at Ohio University.
### 2014-2015 Goals

<table>
<thead>
<tr>
<th>Education Goals</th>
<th>2014-15</th>
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</table>
| 1. Launch & Build **Undergraduate Certificate** (Spring 2014 launch) | - Develop partnerships for in-country immersion experiences with immigrant and migrant populations - 1 site  
  - Courses online by Fall 2014:  
    - HSP 2210 Intro to Global Health Course  
    - BIOS 4440 Tropical Disease Biology  
    - HSP Research & Service Course  
    - HSP Capstone Course  
  - Add Electives & Capstone Sites (India, Botswana, Shandong) |
| 2. Case Competition | - Case Competition launch, Fall 2014  
  - Case Competition Winners implement intervention, Summer 2015 |
| 3. Launch & Build **Graduate Certificate** (Spring 2015 Launch) | - Graduate Certificate Launch by Spring 2015  
  - Develop online core courses  
  - Add Electives & Capstone Sites  
  - Add 1 Graduate Student by Fall 2015 |
| 4. Expand **Study Abroad experiences** by developing sustainable sites with positive community impact building on relationships with OU partners | - Offer 9 Study Abroad Programs  
  - Develop faculty manual and trainings including policies and procedures on program development, program development funding, career integration and program management.  
  - Participate with OEA in development and use of Salesforce to track interest and applicants |
| 5. Develop & launch a **Master’s Program in Global Health** by 2018 | - Master’s Program development  
  - Complete curriculum mapping by July 2015 |
| 6. Expand **collaboration and reach** of global health programs | - Incorporate GH content in health-related disciplines and expand the definition of health to include other disciplines.  
  - Develop onsite admin. services for Dublin and Cleveland students  
  - Develop distance connections with international students. (e.g. Dialogue Café) (2015-16) |

<table>
<thead>
<tr>
<th>Research Goals</th>
<th>2014-15</th>
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</table>
| 1. Catalog existing research and develop online research portal | - Faculty Survey implementation  
  - Develop and maintain an online database of GH research on campus |
| 2. Increase **student involvement** in faculty GH Research | - Find a Chair for the research committee  
  - Host a workshop on incorporating students in GH research projects.  
  - Develop/Co-participate in Student Research Event  
  - Incentivize student involvement in faculty research  
  - Collaborate with HSP Research Case Competition |
| 3. Develop successful research related **global health events.** | - Host a GH conference at the Dublin campus.  
  - Initiate a monthly/hoverly speakers series |
| 4. Expand the GH research **seed grant program** | - Present 1 Seed Grant Award |
| 5. Develop a **network of reviewers** for Global Health grants prior to submission | - Identify faculty mentors and grant reviewers (connect to seed grant) |
| 6. Conduct and publish research on impact of GH education | - Develop outcome metrics for all programs  
  - Add a GH module to the year 1 and year 4 HCOM student survey  
  - Determine method of studying impact on CHSP students  
  - Publish results from initial survey |
<table>
<thead>
<tr>
<th>Community Service Goals</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expand clinical service-related study abroad programs with an interdisciplinary focus</td>
<td>• Develop criteria for program selection based on positive contribution to community and sustainability &amp; continuity of programs.</td>
</tr>
<tr>
<td>2. Develop collaborations with other colleges to develop joint service programs (e.g. Engineering and PT)</td>
<td>• Identify existing programs that can be expanded.</td>
</tr>
</tbody>
</table>
| 3. Serve as a conduit for international health-related curriculum partnerships | • Facilitate joint programs with UK, Botswana, China  
• Place a full-time faculty member in China  
• Developing internal partnerships to enable the development of external partnerships with NGO’s, other organizations and corporations |