



Annual Report

Global Health Initiative

8/15/2015



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Global Health Initiative



OHIO
UNIVERSITY

GLOBAL HEALTH INITIATIVE



2014-2015

Mission & Vision

The Global Health Initiative engages OHIO faculty and students in collaborative, multi-disciplinary global health education, research and outreach.

Our vision is to be a global leader in the development of health professionals with the capability to promote health among diverse and underserved populations.

Long Term Outcomes



1. More culturally sensitive and globally informed workforce in the health professions.
2. Strengthening and supporting health systems in the communities where we work.
3. More globally engaged and culturally informed faculty and university.
4. Encouraging more OHIO faculty to become engaged with health and wellness in a multidisciplinary fashion.
5. More OHIO graduates in the health professions working in underserved areas.
6. Strengthening, clinical, research and practice skills.

Summary

The third year (2014-15) of Ohio University's Global Health Initiative has been one of continued 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 task force worked to complete the Global Health Initiative Logic model including the establishment of short and long-term outcomes. The Curriculum Committee worked to launch the global health graduate certificate, including several new online courses, and continued to make progress in gaining permissions and developing curriculum for the Global Health Master's Program. The Study Abroad Committee made suggestions for improvement of program and travel award marketing and reviewed student travel award applications. The Research Committee made the second award for faculty research that will be carried out in Uganda in 2015-16.

Some key highlights include:

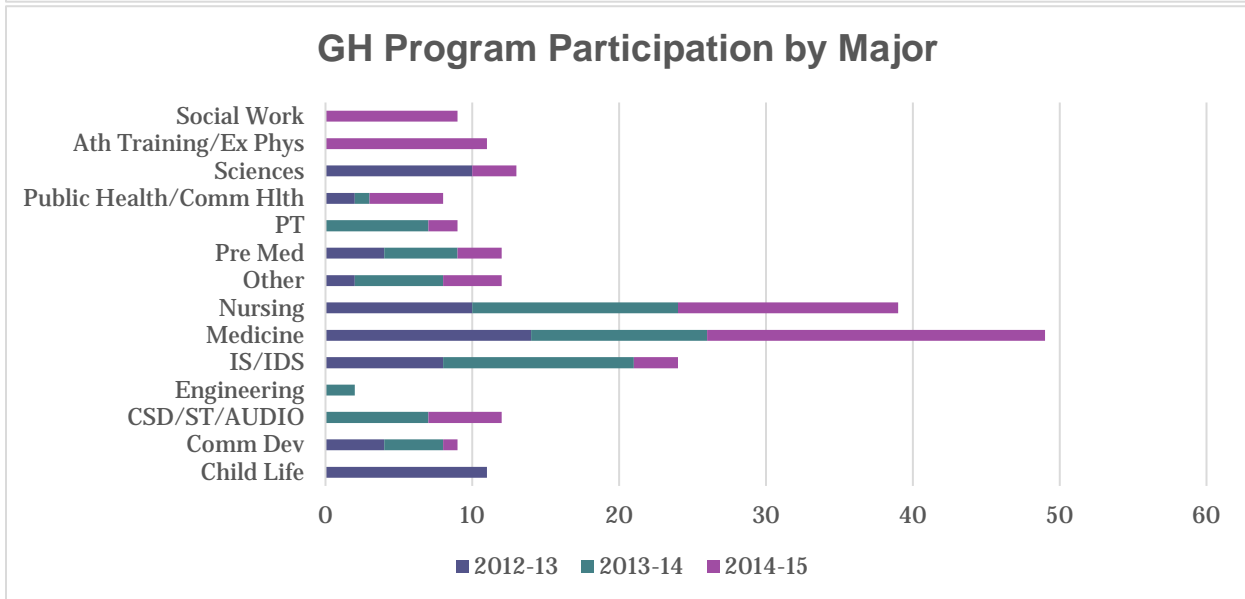
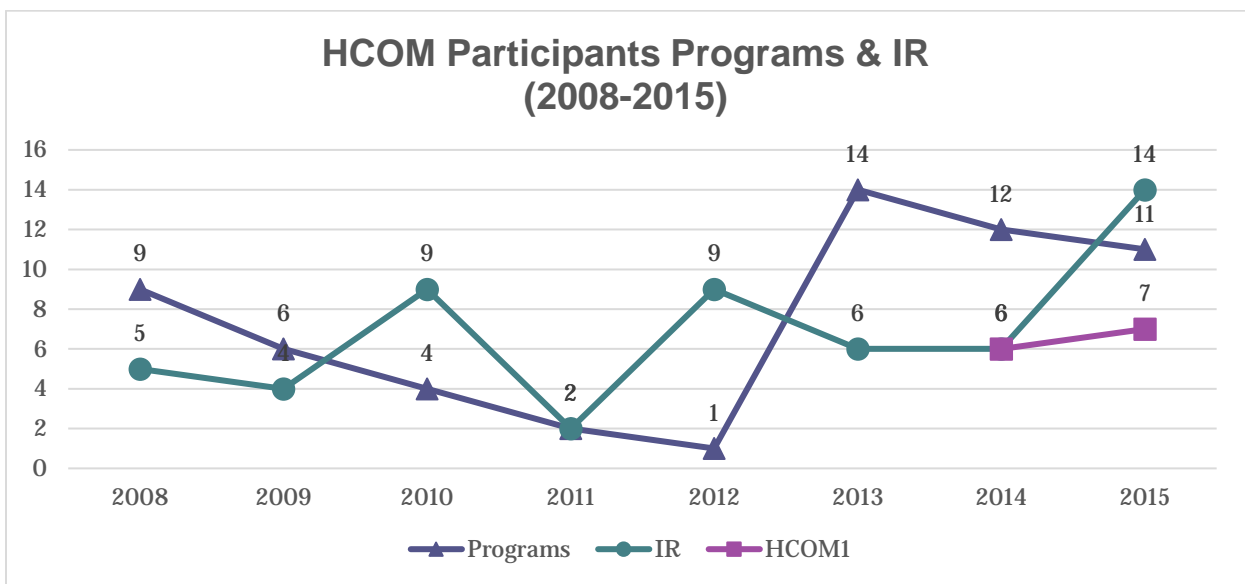
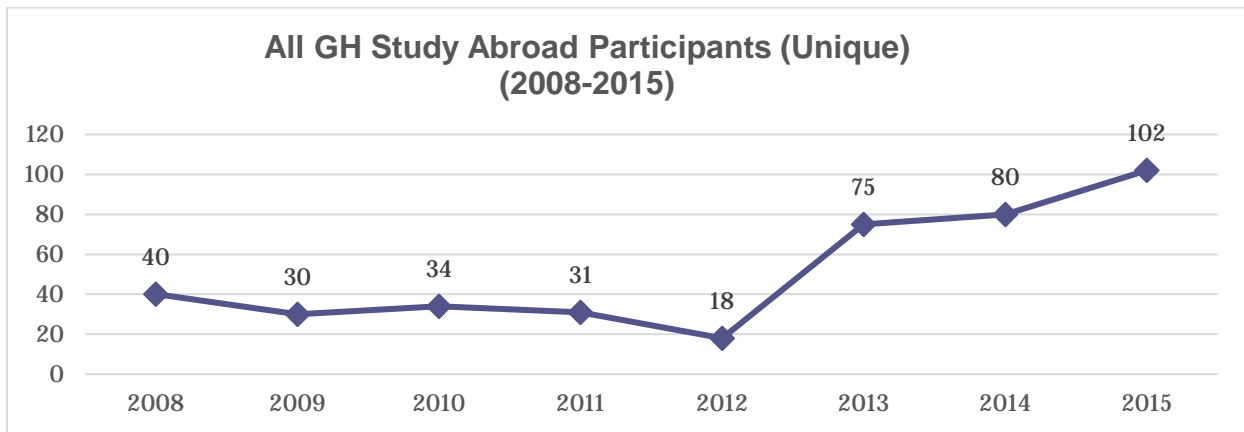
<ul style="list-style-type: none"> • Proposed and received approval for five new faculty-led programs expanding Global Health opportunities for Athletic Training, Public Health, and Social Work students. <ul style="list-style-type: none"> ○ China- Aging and Traditional Medicine, Deborah Meyer, Director ○ Guyana- Global Health Program, Calvin James, Director ○ Malaysia- Promoting Wellness in Older Adults, Brooke Hallowell, Director ○ Nicaragua- Rural Healthcare and General Medicine, Christina Orozco, Director ○ Paraguay- Social Work Field Experience, Kerri Shaw, Director
<ul style="list-style-type: none"> • Ran seven faculty led programs out of the eleven approved programs with a total of 83 participants: <ul style="list-style-type: none"> ○ Paraguay Social Work Field Experience- May 11, 2015 to May 26, 2015 ○ Ecuador Community and Public Health- May 15, 2015 to May 30, 2015 ○ Botswana Healthcare- June 4, 2015 to June 27, 2015 ○ Nicaragua Rural Healthcare and General Medicine- June 6, 2015 to June 19, 2015 ○ Ecuador Tropical Disease Research Program- June 6, 2015 to July 11, 2015 ○ Botswana Rehabilitation Services- July 26, 2015 to August 8, 2015 ○ Guyana Global Health Case Competition- August 1 –15, 2015
<ul style="list-style-type: none"> • Facilitated the completion of 14 Independent International Rotations by 12 HCOM4 students.
<ul style="list-style-type: none"> • Registered 7 HCOM1 students for medical related travel during their vacation time.
<ul style="list-style-type: none"> • Participants travelled to 14 different countries: Angola, Argentina, Bolivia, Botswana, Brazil, Ecuador, Germany, Greece, Haiti, India, Nicaragua, Paraguay Peru, and South Africa.
<ul style="list-style-type: none"> • Provided travel awards in the amount of \$24,337.86 to 17 HCOM, CHSP and other students participating in 8 different programs and the Global Health Case Competition.
<ul style="list-style-type: none"> • Offered 5, 7-week sessions of the Introduction to Global Health (HSP 2210) online course with 1379 participants. (Summer 2014, Fall 2014 and Spring 2015).
<ul style="list-style-type: none"> • Offered Fundamentals of Global Health (HSP 5210) 10-week online course with 13 students participating.
<ul style="list-style-type: none"> • Offered Introduction to Immigrant and Migrant Health (HSP 2190) a semester online course with 16 students.
<ul style="list-style-type: none"> • Offered Global Health Research and Service (HSP 3521) a 7-week online course with 8 students.

2014-15 Accomplishments

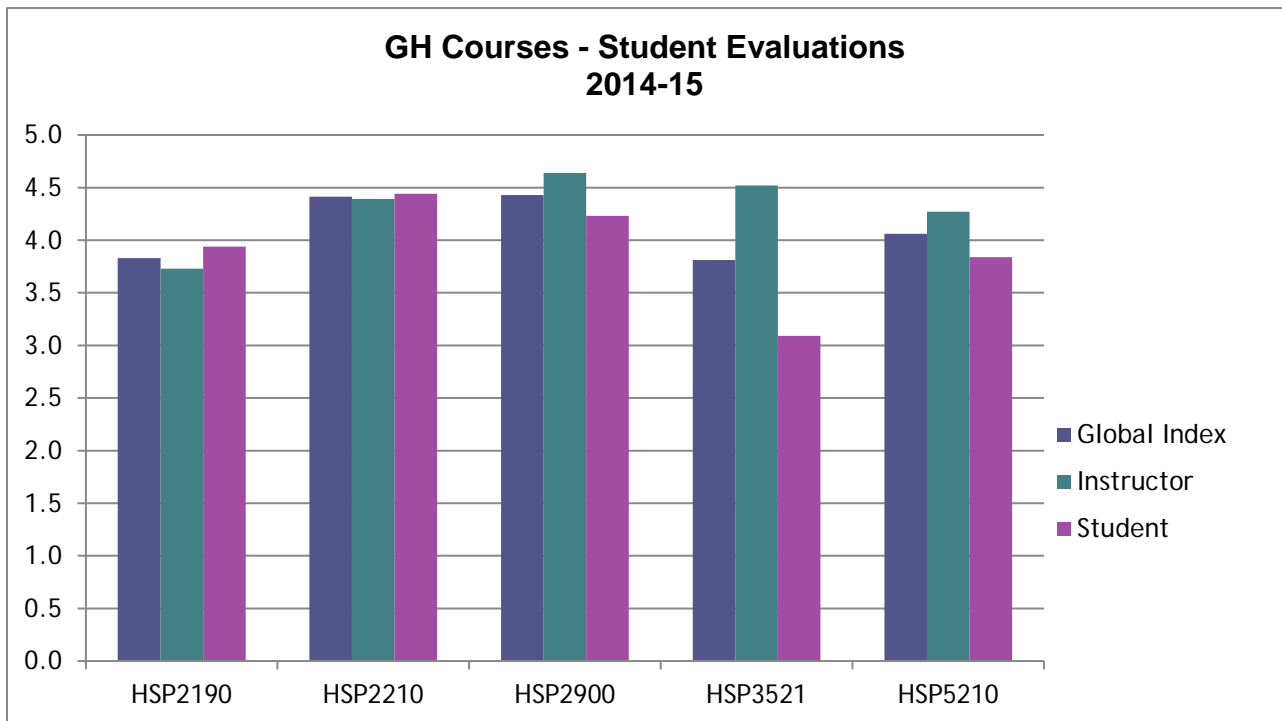
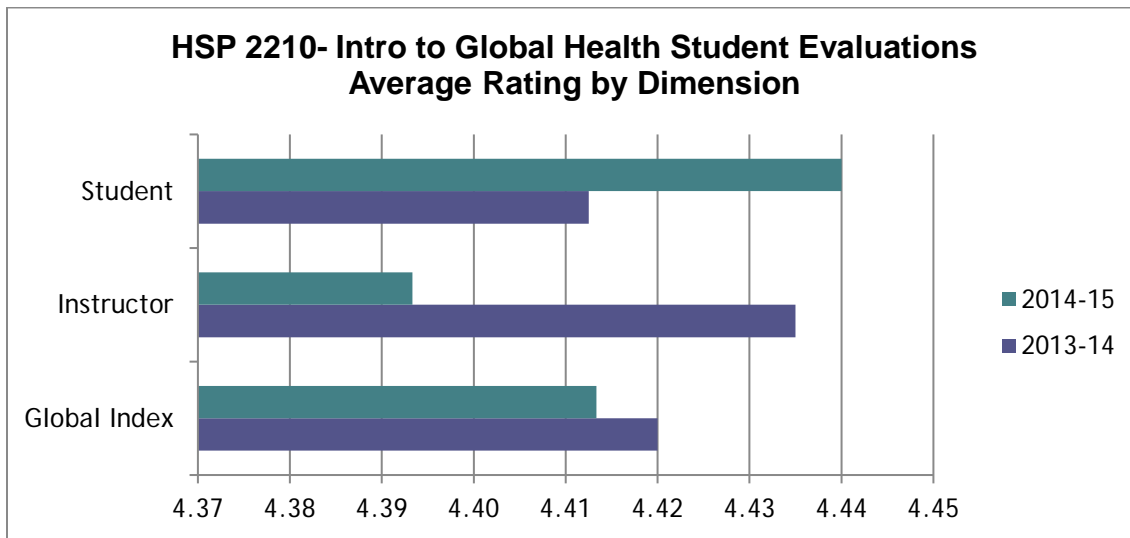
Area	2014-15 Goals	Accomplishments
Education	<ul style="list-style-type: none"> • Build UG Certificate: Develop partnerships for in-country immersion experiences with immigrant and migrant populations – 1 site 	<ul style="list-style-type: none"> • 11 enrolled in UG GH Certificate • In conversations with Community Refugee and Immigration Services (CRIS) in Columbus
	<ul style="list-style-type: none"> • Launch Case Competition Fall 2014; Implement winner's intervention Summer 2015 	<ul style="list-style-type: none"> • Successfully completed 1st competition as part of IEW with 62 students involved, 12 groups submitting proposals, 6 groups making presentations, 4 students travelling to Guyana in August 2015 •
	<ul style="list-style-type: none"> • Run 9 GH Study Abroad Programs; develop faculty manual, career integration and program management standards 	<ul style="list-style-type: none"> • Ran seven faculty directed programs out of the eleven approved programs with a total of 83 participants • Career Integration workshop held with 12 participants
	<ul style="list-style-type: none"> • Master's Program Development: Complete curriculum mapping by July 2015 	<ul style="list-style-type: none"> • Approval by PDP, currently in OCEAN and under review in DCC
	<ul style="list-style-type: none"> • Expand collaboration and reach of programs: Incorporate GH content in health-related disciplines and expand the definition of health to include other disciplines; develop onsite admin services for Dublin & Cleveland Students; Develop distance connections with international students 	<ul style="list-style-type: none"> • Zalelam Haile is GH representative at Dublin Campus and Sarah Rubin is representative at Cleveland Campus • Process set up with IT to allow for OHIO ID's for international students; BB site set up to facilitate communication with IHS faculty in Botswana
Research	<ul style="list-style-type: none"> • Develop and maintain an online database of GH Research on campus 	<ul style="list-style-type: none"> • Campus wide survey completed
	<ul style="list-style-type: none"> • Host a workshop on incorporating students in GH research projects 	<ul style="list-style-type: none"> • In process
	<ul style="list-style-type: none"> • Incentivize student involvement in faculty research 	<ul style="list-style-type: none"> • In process
	<ul style="list-style-type: none"> • Collaborate with HSP Research Case Competition 	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> • Host a GH Conference at the Dublin Campus; initiate a speaker's series 	<ul style="list-style-type: none"> • In planning for Immigrant/Migrant Conference Spring 2016

Community Service	<ul style="list-style-type: none"> Award 1 Seed Grant 	<ul style="list-style-type: none"> 2014-15 Grant awarded to Zalelem Haile, Geoffrey DaBelko and Nancy Stevens
	<ul style="list-style-type: none"> Identify faculty mentors and grant reviewers 	<ul style="list-style-type: none"> IN process
	<ul style="list-style-type: none"> Add a GH module to the Year 1 and Year 4 HCOM Student Survey; Publish results from initial survey 	<ul style="list-style-type: none"> Questions added to survey; results not yet compiled
	<ul style="list-style-type: none"> Determine method of studying impact on CHSP Students 	<ul style="list-style-type: none"> In process
	<ul style="list-style-type: none"> Expand clinical service related study abroad: Develop criteria for program selection based on positive contribution to community and sustainability & continuity of programs 	<ul style="list-style-type: none"> Athletic Training Program launched in Nicaragua Spring break program for Physician Assistant and medical students in proposal process Clinical Brigade program in Peru in proposal process
	<ul style="list-style-type: none"> Develop joint service programs with other colleges: Identify existing programs that can be expanded. 	<ul style="list-style-type: none"> In process
	<ul style="list-style-type: none"> Serve as conduit for international health-related curriculum partnerships: FT Faculty Member in Botswana; Partnership with University of Guyana and Guyana Ministry of Health 	<ul style="list-style-type: none"> Continuing with Botswana MOH/HIS collaboration with aid of hired faculty in country In discussions with China Guyana partnerships delayed, potential Study Abroad Program arising from Case Competition

Global Health Study Abroad Program Participation



Global Health Course Evaluation



Key: HSP2190 – Intro to Immigrant & Migrant Health

Events & Other Activities

Global Health Case Competition

The first annual Global Health Case Competition was held on November 20, 2014 during International Education Week. Fourteen teams competed in the competition, with 6 teams progressing to the presentation stage of the competition. Teams were made up of 4 students from at least 2 colleges and 4 different disciplines. The competition asked students to research the incidence of malaria and other vector-borne diseases in Guyana and develop an innovative solution to the issue.



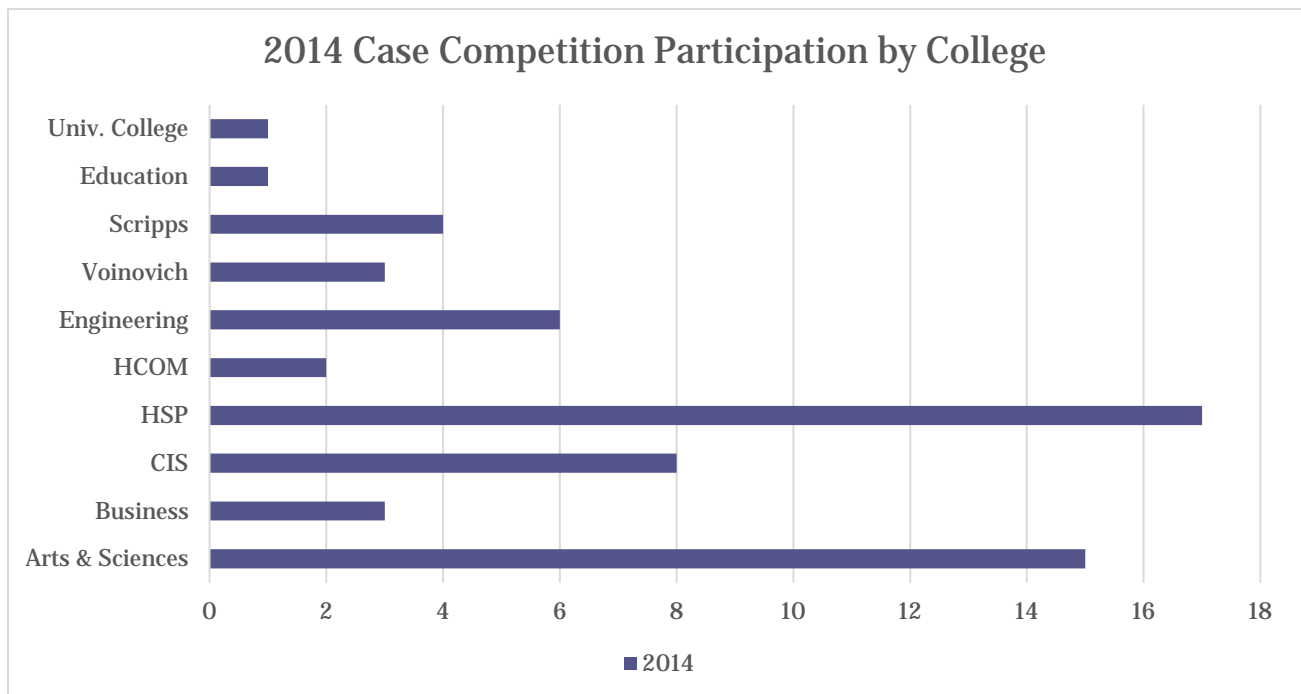
Dr. Ice received the first Faculty Award for Excellence in Global Engagement Award
Award Noah Rosenblatt, Dr. Roderick

Undergraduates, Seth Baker, Kate Clausen, Noah Rosenblatt and Morgan Stanley made up the winning team. Their winning proposal “Anopheles Vector Control in Guyana: A Multi-Faceted Strategic Plan through Eucalyptus Trees, Carbon Nanoparticles and Student Participation” presented a holistic approach to addressing vector borne disease in

Guyana.

Guyana.

The winning team traveled with faculty members Calvin James and Tanya Basta in August 2015, to meet with organizations and health officials in Guyana to explore the feasibility of their proposal and put in place the framework for an ongoing study abroad program in Guyana to carry out their ideas. As outlined in Angela Woodward’s September 21, 2015 Compass Article, [“From Guyana to MIT to the NSF, winners of Global Health Case Competition presented a world of opportunities”](#), the experience has created a passion for continuous learning and boosted the career prospects of all four team members.



Marketing/Awareness Events

- Study Abroad Fair – September, 15, 2014
- Tim Kubacki, D.O. – Presentation on working in Angola – September 23, 2014
- Botswana Healthcare Program Presentation – November 6, 2014
- International Summer Global Health Experience Presentations – November 7, 2014
- Global Health Case Competition – November 20, 2014
- World Aids Day – Co-marketing speaking event with AMSA – December 1, 2014
- World Health Day Event – Sponsored a speaker’s panel on Food Safety at Baker Center – April 7, 2015
- Taste of Study Abroad – April 15, 2015

Achievements/Recognition

Gillian Ice, Ph.D., MPH, director of the Ohio University’s Global Health Initiative, became a Full Professor.

Deborah Meyer, R.N., Ph.D., received an 1804 Grant in the amount of \$17, 970 to expand the Global Health Case Competition

Kerri Shaw, MSW, LISW received a service learning grant of \$1000 to build a house with TECHO in Paraguay as part of the Paraguay Social Work study abroad Program

Student Awards



Anne Worth was awarded with the 2015 Heritage College Global Health Award.

Debra McBride with Anne Worth recipient of the 2015 HCOM Global Health Award

Botswana Twinning Partnership

In 2015, 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 Twinning 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 Botswana who are seeking graduate degrees in health sciences at OU. The MoH is identifying individuals for this program.

International Education Programs

Botswana Healthcare - June 4-27, 2015



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 Botswana 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, Bokomoso, 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

Question	Mean
The program helped me to improve my clinical and/or research skills.	4.58
I would recommend this program to others.	4.58

*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?
<ul style="list-style-type: none"> • It has strengthened my desire to be a doctor
<ul style="list-style-type: none"> • I want to work with people that are underserved
<ul style="list-style-type: none"> • I'm interested in Doctors without Borders so this was a way for me to test out the water in a way.
<ul style="list-style-type: none"> • I think I want to pursue the career of a traveling nurse for a few years before I go back to school to become a nurse practitioner. I was bummed that once I have my nursing license I can't go back and practice but hopefully one day I'll be able to return for a visit.
<ul style="list-style-type: none"> • After this trip, I definitely have "travel fever" and wish to return to Botswana again one day! I am extremely interested in learning more about divergent cultures and their healthcare systems. If given the opportunity to travel abroad to another country and study similar areas I would love to do so.
<ul style="list-style-type: none"> • I am much more interested in global health than I was previously.
<ul style="list-style-type: none"> • I definitely am considering working and helping patients outside of the U.S. because of this trip.
<ul style="list-style-type: none"> • Yes. I might consider an international rotation in my 3rd and 4th year of medical school.
<ul style="list-style-type: none"> • It has furthered my interest in global health. I plan to continue to participate in abroad programs and would like to practice at least partly in underserved countries.

Botswana Rehabilitation Services - July 26 - August 14, 2015



During the two week trip, participating students (2 physical therapy, 3 speech language pathology and 2 audiology students) had the opportunity to live, work and explore together to enhance their awareness of each other's disciplines as well as learn about rehabilitation services in Botswana. Students presented information about rehabilitation services at a fundraising event for a private speech therapy clinic for children with special needs and assisted the program directors with a workshop on interdisciplinary team approaches to school-based therapy that was presented to the Ministry of Education's special education team. They worked alongside local therapists completing assessments and providing interventions to adults and children at the public referral hospital. In their interdisciplinary teams, students worked together to complete assessments on children at the private speech clinic and on children identified by the public school system's special education team. Through these screenings, students and faculty were able to provide recommendations to parents and teachers about strategies to enhance communication and function as well as refer children identified with inner ear infections. Botswana culture was learned by attending a lecture provided by a local physiotherapist on the country's tribes, customs, traditional medicine and current medical system and was explored through a tour of a local village and museum, being treated to a traditional braai (barbeque) at the home of our PT program alumnus and visiting a game preserve to participate in a game drive. By being immersed in a new culture, experiencing healthcare in an under-resourced region and working together with other disciplines, students gained valuable experience, confidence, knowledge and skills.

Selected Evaluation Results - Botswana Rehabilitation Services

Question	Mean
The program helped me to improve my clinical and/or research skills.	4.80
I would recommend this program to others.	4.80

*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?

- Yes, I am interested in learning more about speech and language rehabilitation services in other countries.
- It has opened my eye to other settings of practice, and helped me learn to work with other professions. I feel much more confident cotreating with speech therapy.
- I feel more confident in treating pediatric patients.
- I would love to return or assist in writing a grant for other students to go.
- My skills with working with people of different cultures and backgrounds has improved significantly. I have also improved on troubleshooting and working with limited resources. I have also improved my skills on working with the pediatric population.

Ecuador Community and Public Health - May 15-30, 2015

The inaugural Community and Public Health trip occurred from May 15-31, 2015 with 10 undergraduate students. Half of the students were community health majors, and others were nutrition, exercise physiology, nursing, biology, and health administration. The group toured hospitals, public health facilities and met with NGOs in Quito, Loja, Saraguro, and Tena. They also met with Ministry of Health officials in Quito and Loja and learned about the health issues affecting different regions of the country. The students also participated in cultural immersion by staying a day with Indigenous populations in Saraguro and staying for a day/night with a family in the Amazon region to learn about medicinal plants from the son of a Shaman.

Participants talked to many health professionals and community members and determined that teenage pregnancy and HIV are issues that they believe need the most attention in Loja and Saraguro. Therefore, the goal for the trip next year is to conduct a study to assess knowledge/attitudes/behaviors related to sexual health.

Selected Evaluation Results

Question	Mean
The program helped me to improve my clinical and/or research skills.	4.67
I would recommend this program to others.	4.83

*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?

- Yes, much more interested in public health
- It has opened my eyes to bigger issues and made me want to enter the public health field even more
- I always thought I wanted to work abroad, especially in South America, but this trip definitely confirmed that. I want to move abroad as soon as I am done with grad school and hopefully help improve the health care status of a country like Ecuador.
- I think through this trip I have found what area of public health peaks my interest the most

- I am hoping that my experience working with the community in a different country on public/community health will influence my future employers to hire me because of my experience.

Ecuador TDI Research Program - June 7- July 12, 2014



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.

Selected Evaluation Results - Ecuador TDI Research Program

Question	Mean
The program helped me to improve my clinical and/or research skills.	4.17
I would recommend this program to others.	4.42

*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?
<ul style="list-style-type: none"> • As a biochem major, I saw that I was not interested in the entomology, but maybe I was more interested in the parasitology.
<ul style="list-style-type: none"> • In the future, I plan to look for other abroad opportunities. I would love to travel as part of my career.
<ul style="list-style-type: none"> • This program has helped me to want to further my studies in tropical medicine.
<ul style="list-style-type: none"> • This program enhanced my desire to work in an underprivileged setting.
<ul style="list-style-type: none"> • This program was a catalyst for me to change my program of study 2 years ago.
<ul style="list-style-type: none"> • My interest in Doctors without Borders and international aid work has been reaffirmed. I feel much more interested in continuing quantitative research.
<ul style="list-style-type: none"> • Gave me an interest and passion to work with tropical disease in the future
<ul style="list-style-type: none"> • I did not think I was a researcher until I was part of this team. I have really enjoyed being a part of this team and feel that it has helped shape and direct my future career goals.
<ul style="list-style-type: none"> • I have always had the intentions of joining Doctors Without Borders and this program has contributed towards that goal.
<ul style="list-style-type: none"> • It validated my dream of being able to successfully do what I love whilst giving back to the community to the degree I desire.

Nicaragua Rural Healthcare and General Medicine - June 6-19, 2015

Fourteen students including 9 CHSP athletic training students and 2 medical students accompanied program director and assistant clinical professor of athletic training Christina Orozco on the two-week study abroad trip in June, which emphasized rural health care as well as general and sports medicine in rural Nicaragua. While there the students had nearly 80 hours of clinical experience and cultural involvement. Each morning the group would split up with half going to the local hospital and half to the clinic. At the hospital the group worked in physical therapy or observed surgery. The clinic team members traveled to a nearby community church where they worked with physicians to evaluate community members with health issues. The group also had the opportunity to work for a day with the Managua Professional Baseball team.

Selected Evaluation Results - Ecuador TDI Research Program

Question	Mean
The program helped me to improve my clinical and/or research skills.	4.75
I would recommend this program to others.	4.63

*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?
• Made me more interested in missionary type work.
• This program has made me even more passionate about service and my profession.
• I will probably organize a team of my own in the future
• plan to start my own medical program abroad
• Made me realize how helpful our career is
• I now think I would like to try to work internationally in a Latin American country as opposed to the US.
• I want to continue to help serve rural/underserved populations
• Made me realize how helpful our career is

Paraguay Social Work Field Experience - May 11-26, 2015



In May 2015, nine social work students spent 2 1/2 weeks in Paraguay as part of Explore, Connect, Serve: A Social Work Field Experience study abroad trip. The purpose of the trip was to introduce social work students to international social work while also practicing and reinforcing the core social work values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

These students visited communities and organizations to learn about the social problems related to poverty in Paraguay including housing issues, food insecurity, education, and marginalized populations. They were exposed to urban, rural, indigenous, and LGBT communities. Students were matched with social work students from Paraguay and spent four days in the homes of these students' families, where they learned about Paraguayan culture first-hand, and even celebrated Independence Day and Mother's Day with them. Students spoke and learned Spanish and Guarani, the indigenous language, during the trip.

In addition to the academic and service learning-related projects, students also saw the Landfill Harmonic Orchestra perform, a group of low-income young people who learn to play instruments made from scrap metal and garbage. They took an adventurous Ecotour through a park, rode a boat on Lake Ypacarai, and took an ox cart ride out to a rural community where they made traditional Paraguayan ceramic items.

After learning about poverty in Paraguay the first week, students took action to make a difference in the life of a family of four in the city of Limpio. They worked with the organization Un TECHO Para Mi Pais to build a simple wooden house that would replace the family's original home, which was made of particle board and tarps and flooded with every rainfall. This was, unanimously, the most profoundly memorable and meaningful part of the trip for all participants thanks to TECHO's inspirational young leaders, the supportive neighbors, and the unforgettable family members; there was not a dry eye during the ribbon-cutting ceremony when the group presented the house keys to the family! Kerri Shaw, the Program Director for the Paraguay program, received a service learning grant from the OU Center for campus and Community Engagement to help fund the house build.

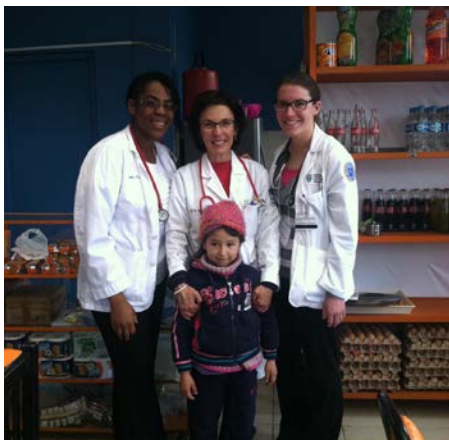
Selected Evaluation Results - Ecuador TDI Research Program

Question	Mean
The program helped me to improve my clinical and/or research skills.	4.14
I would recommend this program to others.	4.71

*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?
<ul style="list-style-type: none"> • Before this program I only briefly considered working internationally but never thought that it was possible. Now I feel like working on a global level is something that I definitely want to do. Not only am I motivated to look into the organizations we visited, I'm also looking into improving my foreign language skills, and I definitely want to work on an international level now.
<ul style="list-style-type: none"> • May alter plans after graduation. Thoughts about Peace Corps or even AmeriCorps
<ul style="list-style-type: none"> • I will be better suited to work with various populations and I was able to gain a respect for those who are different from myself
<ul style="list-style-type: none"> • It has grounded my decision in joining the Peace Corp and working as an international social worker.
<ul style="list-style-type: none"> • The participation in this program has strengthened my decision to be a social worker and I also have an interest in working with Spanish-speaking clients.
<ul style="list-style-type: none"> • I want to work more with international social work

Independent International Rotations (HCOM)



Student Doctors Judithe Paulius and Erica Bautista in Bolivia

A total of twelve 4th year medical students completed 14 independent rotations in eight locations, including Angola, Brazil, Bolivia, Ecuador, Germany, Greece, India, and Peru.

In addition, 7 first year medical students registered medically related travel during their spring or summer vacation time to Argentina, Ecuador, and Haiti.

Selected Evaluation Results

Question	Mean
The program helped me to improve my clinical and/or research skills.	4.29
I would recommend this program to others.	4.29

*Scale: 1 = 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?

- Yes, I might do just OMM and primary care
- While my career plans will not change, I think that my confidence has improved. I think that I became less afraid of performing procedures.
- I plan on perusing other global health programs in the future.
- Fueled the desire to pursue medical mission work.
- I am thinking of doing a solely integrative practice
- This program was a wonderful experience because it aligns very well with my personal career goals. It has made me much more interested in global health (although I was already very interested). A great hands-on experience.

AMSA/IMFSA Exchange Program

The student run AMSA-IMFSA Clinical Exchange program hosted one incoming exchange student from June 1 to June 27, 2014. Sindri Jarlsson from Iceland worked with his preceptor, Dr. Ulloa in Orthopedics.

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 \$24,337 in 2014-15 to help with travel and program costs for 17 students. The distribution of awards is as follows:

By College/Major	8 HCOM, 2 Social Work, 1 Speech Language Pathology, 1 Audiology, 1 Food & Nutrition Science, 2 Arts & Sciences, 1 Communications, 1 Business Administration
By Program	1 Costa Rica Global Public Health, 5 Independent Rotations, 1 London Global Public Health, 2 Botswana Healthcare, 1 Paraguay, 1 Nicaragua, 2 Botswana Rehabilitation Services, 4 Guyana Case Competition

Global Health Task Force

- Curriculum Committee – Deborah Meyer, Chair
- Study Abroad Committee – Caroline Kingori, Chair
 - Reviewed and approved 2 new Global Health Program proposals
 - Selected travel award recipients
 - Discussed and developed ideas for program marketing
- Research Committee – Gillian Ice, Chair
 - Awarded second 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 attitudinal questions and compare responses between students who have participated in global health experiences during their 4 years and those who have not.

2014-15 Grants

\$1,000	Shaw, Kerri. OU Center for Campus and Community Engagement. Service learning grant to help build a house with TECHO in Paraguay as part of the Paraguay Social Work Study Abroad Program.
\$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.
\$17,970	Meyer, Deborah, Ohio University 1804 Grant. Global Health Case Competition.