

MPH STUDENT GUIDEBOOK FOR THE GLOBAL HEALTH TRACK

A GUIDEBOOK CREATED FOR STUDENTS, BY STUDENTS.

FALL 2020
EDITION



Contents

OVERVIEW	2
GLOBAL HEALTH OFFICES AT PENN	3
STRUCTURE OF THE PROGRAM	4
PROGRAM COMPETENCIES	5
SUGGESTED PROGRAM TIMELINE	6
SUMMER INTERNSHIPS	8
FIELDWORK	9
CAPSTONE	12
STUDENT EMPLOYMENT	13
STUDENT ORGANIZATIONS	14
GLOBAL HEALTH CONFERENCES	15
CAREER RESOURCES	16
APPENDIX A: DOMESTIC INTERNSHIPS	18
APPENDIX B: INTERNATIONAL INTERNSHIPS	20
APPENDIX C: FUNDING	25
BEST PRACTICES IN GLOBAL HEALTH WORK	27
APPENDIX D: SAMPLE CAPSTONE PROJECTS	28
Literature Review with Recommendations	28
Program Plan	29
Program Evaluation	30
Health Education and Curriculum Development	30
Policy Analysis	30
Modeling Exercises	31
Survey Development	31
Research Proposal	31
Research Report	31
Examples of Global Health Capstones	32
APPENDIX E: CONTACTS AND LISTSERVS	37
APPENDIX D: COVID RESOURCES	39

OVERVIEW

This guidebook was created to answer questions students typically have as they complete their Master of Public Health (MPH) in the Global Health track at the University of Pennsylvania. It was created by students for students.

It contains global health-relevant internships, assistance with the job search, and other useful resources and tips for successful completion of the MPH and entry into the global health workforce. Also refer to the MPH website Global Health track pages for information:

[MPH Global Health Track | Master of Public Health](#)

The guidebook is an ongoing project that will be updated to ensure that internships, events, and workshops mentioned in it are active. Students are strongly encouraged to contribute to this guidebook with any resources they find helpful and would like to share with their peers.

Please send any recommendations for additional information to include in this guidebook to: Rani Plotkin, MPH 2020 raniplot@penncare.upenn.edu

GLOBAL HEALTH CENTERS AT PENN

Center for Global Health: The Center for Global Health coordinates global activities for the Perelman School of Medicine. Although its website currently caters to medical students, MPH students will find global health-relevant internship sites, external funding sources, planning timelines, and career resources.

Website: [Center for Global Health](#)

Twitter: @UPennCGH

Penn Global: Penn Global coordinates global activities for the University of Pennsylvania. Following Penn Global on twitter and syncing their tweets to your mobile phone is a great way to stay up-to-date on global health offerings at Penn. This is also the site where students register their away internships/research and get information on Penn's international SOS account and registry for emergencies abroad.

Website: [Penn Global](#)

Twitter: @PennGlobal

Perry World House: The Perry World House is the new global hub on campus, largely focusing on global policy research. It aims to advance interdisciplinary, policy-relevant research on the world's most urgent global affairs challenges. The Perry World House is a gathering place for faculty and students from all twelve of Penn's schools to engage with eminent international scholars and policymakers on pressing global issues, and holds frequent events, panels, and other activities throughout the year.

Website: [Perry World House](#)

Twitter: @PerryWorldHouse

Chop Center for Global Health: The Global Health Center at CHOP promotes children's health across the globe. Through investment in long-term pediatric programs in the Dominican Republic and Botswana, the GHC aims to improve children's health by developing stronger and more sustainable healthcare systems. There are opportunities for students, pediatric residents and fellows to get involved in other countries and right here in the U.S., where CHOP's four pillars will be applied: clinical care, teaching, research, and advocacy.

Website: [CHOP Global Health Center](#)

Twitter: @ChildrensPhila

STRUCTURE OF THE PROGRAM

Total Course Units: 14

Core Course Units: 9

Elective Course Units: 5

CORE COURSES:

1. PUBH 501 Introduction to Biostatistics
2. PUBH 502 Introduction to Principles and Methods of Epidemiology
3. PUBH 503 Environmental and Occupational Health
4. PUBH 504 Public Health Theories & Frameworks
5. PUBH 505 Public Health Policy and Administration
6. PUBH 506 Methods for Public Health Practice
7. PUBH 507 Public Health Law & Ethics
8. PUBH 508 Capstone I
9. PUBH 509 Capstone II

REQUIRED ELECTIVES FOR THE GLOBAL HEALTH TRACK:

Global Health Track students **must** choose **one** of the following additional courses:

- PUBH 519: Foundations of Global Health - Addressing Health Disparities
- PUBH 525: Health and Human Rights
- PUBH 551 Global Health Policy and Delivery

TO FULFILL THE MPH, GLOBAL HEALTH TRACK REQUIREMENTS:

- **One required Global Health Track elective** (listed above)
- **Two other Global Health Electives** (a total of three)
- **Two out of five electives must be PUBH prefix**

More course information and elective options can be found at:

<http://www.cphi.upenn.edu/mph/course-listing.html>

<http://www.cphi.upenn.edu/cphi/mph/MPHGlobalHealthTrack.html>

PROGRAM COMPETENCIES

Core Competencies: The Core Competencies that are met by the core curriculum of the MPH Program can be found at: [ASPPH APPENDIX B](#)

Global Health Competencies: The course of study at this program aims to meet the following ASSPH competencies in global health through coursework, fieldwork, and capstone projects:

1. Analyze the roles, relationships, and resources of the entities influencing global health
2. Apply ethical approaches in global health research and practice
3. Apply monitoring and evaluation techniques to global health programs, policies, and outcomes
4. Propose sustainable and evidence-based multi-sectoral interventions, considering the social determinants of health specific to the local area
5. Design sustainable workforce development strategies for resource-limited settings
6. Display critical self-reflection, cultural humility, and ongoing learning in global health

A detailed report on global health competencies and sub-competencies from the ASSPH can be found at: [ASPPH APPENDIX A](#)

SUGGESTED PROGRAM TIMELINE

The following are some student suggestions/recommendations based on a timeline for **full-time** students.

SEMESTER 1 - FALL

Meet with your faculty advisor (meet as many times with your advisor as you feel necessary, especially before making big decisions such as electives or where to conduct your fieldwork or capstone).

Consider planning your two years in a way that you complete most of the Core classes in the 1st year +/- some electives.

Complete HIPAA and CITI trainings. Save your certificates of completion. You will need them for IRB approval and other research endeavors soon! The trainings can be found here: <https://knowledgelink.upenn.edu/>.

Join the student organizations that interest you and can help forward your career goals. The major MPH program-based societies are: Penn Public Health Society (PPHS), Global Health Society (GHS) and Penn Service Corps.

Update your resume: it helps to update your resume periodically as one tends to forget valuable details with time.

Start your search for a summer internship.

Attend Capstone Presentations at the end of the semester: this will help you acquire ideas for your own capstone and possibly do a follow-up of a past capstone.

SEMESTER 2- SPRING

Consider doing some groundwork for Capstone I in the Fall starting spring semester. Spend time identifying projects you could work on in the summer and find mentors for Capstone in the process. Determine if your project will require IRB approval and start working on it accordingly. This would be especially useful to do before Capstone I as it will allow for international projects for capstone.

Apply for a TA (Teaching Assistantship) position this semester.

Attend Capstone Presentations at the end of the semester.

SUMMER

Consider a summer internship. (Refer to Appendix 1 for past globally-oriented internships undertaken by MPH students along with tips for application.)

Find a fieldwork placement for the summer to complete the required 125 hours. Your internship can be your fieldwork if it fulfills the fieldwork criteria and results in deliverables you can submit. Don't forget to submit the Approval Form **before** starting the internship/fieldwork and the Completion Form **after** the fieldwork is completed (these forms can be found on Canvas).

Start preparing for your job search.

Attend Capstone Presentations at the end of the summer.

SEMESTER 3 - FALL

Take Capstone 1 class.

Search for a conference at which to present your capstone.

Attend Capstone Presentations at the end of the semester.

Optional: Renew membership to student organizations.

Complete HIPAA and CITI certifications again.

Look for Fieldwork if not already completed.

SEMESTER 4 - SPRING

Present your capstone to the MPH program

Apply to jobs.

Graduate!

*This plan is just a recommendation. Meet with your assigned advisor to find a course of action that suits your professional goals

SUMMER INTERNSHIPS

Many MPH students are interested in a summer internship or research experience after their first year. Global health-relevant experiences can be found with **domestic** and **international** organizations. Students can apply to established internships or conduct research projects of their own. Summer projects can often be used towards the fieldwork requirement or capstone with advance preparation.

Domestic Internships: Domestic experiences can be found with global development organizations or organizations that reduce health disparities within the United States.

International Internships: The two main avenues resources for international internship experiences are the [Center for Global Health \(CGH\)](#) and [Penn's Global Research and Internship Program \(GRIP; previously GIP/IIP\)](#). The MPH program can off-set travel costs related to certain projects which are sent out by CGH periodically. GRIP offers travel-funded internships with partner organizations in several countries around the world.

For a list of Domestic Internships, check out **Appendix A: Domestic Internships**.

For a list of International Internships, check out **Appendix B: International Internships**.

For advice on funding these internships, check out the **Appendix C: Funding**.

For guidance during COVID, check out the **Appendix D: COVID Resources**.

FIELDWORK

MPH students must complete 125 hours of fieldwork before graduation. This can be with local or global organizations. The fieldwork placements -- both local and international -- should be globally-oriented or provide opportunities to gain global health skills, if domestic. Further examples of global health fieldwork opportunities during COVID-19 can be found in Appendix F. After determining which sites you are interested in, you should connect with Elaine Weigelt (elaine.weigelt@penncare.upenn.edu) prior to reaching out to the organization.

When ready to contact the organization, your resume, cover letter, availability, contact information, and other relevant details should be included in the email.

The **MPH Student Home Base page on Canvas** contains a list of local agencies offering the most up to date fieldwork opportunities. The listings contain a description of volunteer positions and contact information for applying. Aside from established fieldwork sites, students can conduct fieldwork at any organization that is willing and meets criteria, (see Elaine for approval). Work-study jobs can also qualify as fieldwork if you work on something above and beyond the regular duties of your job (refer to the **Student Employment** section of this guidebook). Below are a few fieldwork agencies listed by topic area (For the most up-to-date list, refer to Canvas Home Base):

Topic	Agencies
COMMUNITY HEALTH WORKERS	<ul style="list-style-type: none"> ● Penn Center for Community Health Workers http://chw.upenn.edu/
HOMELESS	<ul style="list-style-type: none"> ● Homeless Health Initiative (HHI) at Children’s Hospital of Philadelphia (CHOP) http://www.chop.edu/centers-programs/homeless-health-initiative#.VL0o_EfF_R8
NUTRITION	<ul style="list-style-type: none"> ● Sunday Suppers http://sundaysuppersphilly.org/ ● Pennsylvania Horticultural Society (PHS) City Harvest http://phsonline.org/greening/city-harvest ● Urban Creators http://phillyurbancreators.org/about/ ● The Food Trust http://thefoodtrust.org/ ● Urban Nutrition Initiative http://www.urbannutrition.org/
CHRONIC DISEASES	<ul style="list-style-type: none"> ● Health Promotion Council http://www.hpcpa.org/ ● Division of Chronic Disease Prevention, Philadelphia Department of Public Health http://www.phila.gov/health/chronicdisease/index.html
PHYSICAL ACTIVITY	<ul style="list-style-type: none"> ● Dance for Health http://penncare.upenn.edu/programs-services/dance-for-health/ ● Bicycle Coalition of Greater Philadelphia http://bicyclecoalition.org/ ● Philly Play http://www.phillyplay.org/

SOCIAL AND HEALTH SERVICES	<ul style="list-style-type: none"> ● ServiceLink http://www.cphi.upenn.edu/servicelink.html ● Resources for Human Development https://www.rhd.org ● Philadelphia Department of Health https://www.phila.gov/departments/department-of-public-health/
AIDS/HIV/STD	<ul style="list-style-type: none"> ● ACT UP: http://www.actupphilly.org/ ● AccessMatters http://accessmatters.org/what-we-do/about-us/
IMMIGRANT HEALTH	<ul style="list-style-type: none"> ● The Welcoming Center for New Pennsylvanians http://www.welcomingcenter.org/ ● Refugee Clinics and Refugee Resettlement Agencies in Philadelphia http://philarefugeehealth.org/ ● HIAS (Hebrew Immigrant Aid Society) https://hiaspa.org/ ● Indian Health Service https://www.ihs.gov/ ● SEAMAAC https://www.seamaac.org/ ● AFAHO (African Family Health Organization) https://www.afaho.net/
COMMUNITY HEALTH CENTERS & ORGANIZATIONS	<ul style="list-style-type: none"> ● Sayre Health Center http://www.sayrehealth.org/ ● Prevention Point Clinic http://ppponline.org ● Puentes de Salud http://www.puentesdesalud.org ● List of Community health centers by neighborhood: http://www.phila.gov/health/services/Serv_MedicalCare.html
HOSPITALS, MEDICAL & RESEARCH CENTERS	<ul style="list-style-type: none"> ● Leonard Davis Institute of Health Economics http://ldi.upenn.edu/about
MATERNAL, CHILD HEALTH & YOUTH SERVICES	<ul style="list-style-type: none"> ● Maternity Care Coalition http://maternitycarecoalition.org/ ● Merk for Mothers https://www.merckformothers.com/ ● The Penn Breast Health Initiative https://www.pennmedicine.org/for-patients-and-visitors/find-a-program-or-service/radiology/breast-imaging/breast-health-initiative ● Public Citizens for Children and Youth http://www.pccy.org/ ● Healthy NewsWorks http://healthynewsworks.org ● Build a Bridge http://buildabridgeworksamples.blogspot.com/p/artists-work.html ● St. Christopher’s Foundation for Children http://www.scfchildren.org/ ● Rapping About Prevention http://www.nopuffdaddy.com/about.shtml ● PolicyLab at The Children’s Hospital of Philadelphia (CHOP) http://policylab.chop.edu/about-us ● Healthy Huey Wellness Council, Huey Elementary School ● Minds Matter Philadelphia http://www.mindsmatterphilly.org/

	<ul style="list-style-type: none"> ● Achieving Independence Center (AIC) https://www.valleyyouthhouse.org/programs/life-skills-development/achieving-independence-center-aic/
MENTAL HEALTH	<ul style="list-style-type: none"> ● Center for Family Intervention Science (CFIS) at Drexel http://www.drexel.edu/familyintervention ● Center for Family Intervention Science (CFIS) at Children’s Hospital of Philadelphia (CHOP) http://www.research.chop.edu/programs/cfis/
HEALTH DEPARTMENTS & FOUNDATIONS	<ul style="list-style-type: none"> ● Philadelphia Department of Public Health http://www.phila.gov/health/index.html ● The Philadelphia Foundation https://www.philafound.org/
ENVIRONMENTAL HEALTH	<ul style="list-style-type: none"> ● UPenn Center for Excellence in Environmental Toxicology (CEET) Community Outreach and Engagement Core http://ceet.upenn.edu/community-outreach-engagement/
INJURY PREVENTION	<ul style="list-style-type: none"> ● Center for Injury Research and Prevention at CHOP http://injury.research.chop.edu/
DEVELOPMENTAL DISABILITIES	<ul style="list-style-type: none"> ● AJ Drexel Autism Institute http://drexel.edu/autisminstitute/

CAPSTONE

MPH students must complete a capstone project before graduation. Students can perform a policy analysis, conduct supervised research, implement a program, evaluate a program, compose a manual, or design a surveillance system among other activities. Students brainstorm, implement, and complete the write-up while taking two semesters of PUBH 508 and 509 (Capstone 1 and 2). The capstone projects can be undertaken in Philadelphia or other sites around the globe. Attending MPH Capstone Presentations held at the end of each semester is a great way to learn about your colleagues' capstones in depth and contemplate the possibility of conducting a capstone that is a follow-up of a previous capstone project.

<http://www.publichealth.med.upenn.edu/cphi/mph/assets/user-content/documents/Global%20Health%20Capstones.pdf>

Past Capstone Projects

For assistance in brainstorming ideas for your global health capstone, please visit the following:

A list of recent general capstone projects and their abstracts of can be found on the MPH website: <http://www.cphi.upenn.edu/mph/Capstone.htm>,

Other SPH Capstones:

JHU (<https://www.jhsph.edu/academics/degree-programs/master-of-public-health/curriculum/capstone.html>),

MCW (<https://www.mcw.edu/education/graduate-school/graduate-school-programs/public-health/mph-program/culminating-experiences/graduates-projects>),

JCPH (https://jdc.jefferson.edu/mphcapstone_presentation/)

CAPSTONE AGENCIES BY TOPIC

Please refer to the **Fieldwork** section of this guidebook for a list of local agencies organized by topic area. In addition to these agencies, students can reach out to other organizations to partner with.

CAPSTONE MENTOR DATABASE

- MPH faculty and Center for Public Health Initiatives (CPHI) fellows can serve as capstone mentors. However, other willing Penn staff can work in conjunction with an MPH/CPHI fellow to serve as mentors for capstone projects. The full list of CPHI fellows can be found here: <http://www.cphi.upenn.edu/mph/Faculty.html>
- Students interested in working with **Botswana UPenn Partnership (BUP)** faculty should refer to a list of available projects that will be circulated by the Global Health Center (contact Megan Doherty: megand@upenn.edu). Internships with local organizations in Botswana are also offered by BUP through the Penn Global Research and Internship Program (GRIP). There are also potential projects in La Romana, Dominican Republic through CHOP's partner **Clinica de Familia**.
- Students interested in working with faculty from the **Penn Guatemala Initiative** faculty should contact the faculty listed on their website: <http://www.med.upenn.edu/ghi/>

STUDENT EMPLOYMENT

As a full-time student, you are allowed to work up to 20 hours/week. International students should check in regularly with the International Student and Scholar Services (ISSS) at Penn to ensure that they are following the terms of their student visa (F-1 or J-1). You can find employment at Penn through the following websites:

1. **Penn Jobs Center:** Full-time and part-time jobs at the University of Pennsylvania can be found at the Penn Jobs Center website.

Website: <https://jobs.hr.upenn.edu/postings/search>

2. **Office of Student Employment:** Work study and non-work study jobs for Penn students are listed on this website.

Website: <http://www.sfs.upenn.edu/seo/>

3. **Netter Center for Community Partnerships:** The Netter Center for Community Partnerships offers employment with a public health focus in Philadelphia.

Website: <https://www.nettercenter.upenn.edu/get-involved/fall-2017-student-employment-opportunities>

In addition to these opportunities, flyers are also posted around various schools including the School of Nursing and the Center for Epidemiology and Biostatistics advertising various research opportunities.

The Penn Libraries Careers Fair is also a great resource for a position at one of the Penn libraries.

Tip: Apply for Graduate Assistant positions and Teaching Assistant positions every semester.

STUDENT ORGANIZATIONS

Global Health Society: Global Health Society is a student-led organization under the University of Pennsylvania Master of Public Health (MPH) program that focuses on global health issues. Whether you are on the global health track or just have an interest in learning more, consider joining GHS. GHS is a part of the greater Penn Public Health Society.

Email pennghs@gmail.com for more information.

Website: <http://www.cphi.upenn.edu/mph/TheGlobalHealthSociety.html>

Penn Public Health Society: Penn Public Health Society is a student- led organization that serves as the main point of contact for students within the MPH program. You can join the society to network with your fellow students (and faculty at the Potluck) regardless of your track affiliation.

Email penn.pphs@gmail.com for more information.

Website: <http://www.cphi.upenn.edu/mph/pphs.html>

American Public Health Association (APHA) Student Assembly: The APHA Student Assembly is the nation's largest student-led organization for the development of public health professionals. Membership in the APHA Student Assembly grants students access to a wide range of professional development and networking resources.

Website: <http://www.apha.org/apha-communities/student-assembly>

American Public Health Association (APHA) International Health Section: APHA's International Health section has a student group. Consider signing up for their listserv on the International health Section.

Website: <https://www.apha.org/apha-communities/member-sections/international-health/who-we-are>

Consortium of Universities for Global Health (CUGH): CUGH hosts different online student forums you can get involved in, including one on building a strong Global Health CV.

Website: <http://www.cugh.org/forums/students-and-trainees>

GLOBAL HEALTH CONFERENCES

Attending Global Health conferences is a great way to network with like-minded people while also exploring new ideas and learning about the latest fronts in global health. Some early conferences in global health are listed below. There is a reserved conference fund at the program for students who wish to present at any of the conferences and have been accepted to present.

Conference	Date
Consortium of Universities for Global Health (CUGH)	Spring, annual Website: http://www.cugh.org/
Children Hospital of Philadelphia's Annual Pediatric Global Health Conference	Fall, annual Philadelphia, PA Website: http://www.chop.edu/events/pediatric-global-health-conference
American Public Health Association (APHA) Annual Meeting & Exposition	Fall, annual Website: https://www.apha.org/events-and-meetings/annual
Unite for Sight's Global Health & Innovation Conference	Spring, annual Yale University, New Haven, CT Website: http://www.uniteforsight.org/conference/
The Albert Schweitzer Fellowship's Schweitzer Leadership Conference	Fall Boston, MA Website: http://www.schweitzerfellowship.org/spark-main/
American Society of Tropical Medicine & Hygiene Annual Meeting	Fall, annual Website: http://www.astmh.org/annual-meeting
North American Refugee Health Conference	June Website: http://nasrhp.org/north-american-refugee-health-conference-3
College of Physicians of Philadelphia's Student Poster Session	Spring, annual Website: https://www.collegeofphysicians.org/sections/public-health

Workshop: The American Public Health Association (APHA) provides workshops on global health diplomacy, community-based newborn health care delivery, and other global health competencies for its members. Recordings of global health-relevant sessions from the Annual APHA conference can also be found on the APHA website:

(<https://www.apha.org/topics-and-issues/global-health/global-health-events>).

CAREER RESOURCES

For career development following your MPH degree in Global Health, you need to be proactive about your job search. There are valuable resources available at Penn to help graduate students navigate their career development. The Penn Career Services website has resources to help with CVs, resumes, cover letters and interview preparation. The website can be accessed at: <https://www.vpul.upenn.edu/careerservices/>.

RESOURCES FOR JOB SEARCH:

Canvas MPH Home Base page - contains current employment opportunities under **Job and Internship Opportunities**.

Global Health Job Sites – Jobs in International Development can be found on the following websites:

- DevNetJOBS.org (<http://devnetjobs.org>)
- Comminit.com (http://www.comminit.com/job_vacancies)
- Reliefweb (<http://reliefweb.int/jobs>)
- Eldis (<http://www.eldis.org/go/jobs#.VAfZPIdXG9>)
- Emory School of Public Health Job Database (<http://cfusion.sph.emory.edu/PHEC/>)
- International Organization (<http://iocareers.state.gov/Main/Jobs/Search>)

Postgraduate Fellowships – the following fellowships are available to recent graduates of public health programs.

1. **Sustaining Technical and Analytic Resources (STAR):** STAR is a five-year project of the Public Health Institute, supported by the United States Agency for International Development (USAID). STAR's overall goal is to strengthen the capacity of global health professionals, organizations, and companies so they can implement stronger programs, achieve better results, and make a bigger impact in the global health field. STAR emphasizes individual learning and growth opportunities, capacity-building for Fellows, academic partnerships between U.S. and low- and middle-income country institutions, and mentorship opportunities. Website: <https://www.ghstar.org/>.
2. **CDC Public Health Associate Program (PHAP):** The CDC offers a 2-year public health training program for recent bachelor's and master's graduates. The program qualifies fellows to compete for positions at the CDC and other public health organizations upon completion of the two-year assignment. The application cycle opens in January and can be accessed on the PHAP website <http://www.cdc.gov/phap/>.

3. **PHI/CDC Global Health Fellowship Program:** The PHI/CDC Global Health Fellowship Program, implemented by the Public Health Institute, is a CDC-funded fellowship that supports promising emerging global public health professionals to develop technical skills needed to respond to today's public health needs and challenges. The PHI/CDC Global Health Fellowship Program builds on a long history of fellowship programs by the Centers for Disease Control and Public Health Institute for students, graduates, and emerging professionals to strengthen the global public health workforce and programs with an emphasis in the areas of epidemiology, HIV prevention, monitoring and evaluation (M&E), strategic information, program management, and surveillance. Website: <http://phi-cdcfellows.org/>.
4. **Peace Corps:** The United States Peace Corps is a service opportunity that would allow you to fully immerse yourself in a community abroad, working side by side with local leaders to tackle some of the most pressing challenges in the world today. Health volunteers work within their communities to promote important topics such as nutrition, maternal and child health, basic hygiene, and water sanitation, as well as HIV/AIDS education and prevention programs. The two-year volunteer position is only open to US citizens and you should start your application approximately 9-12 months prior to your desired departure. Students with nursing or medical degrees can also apply to the Global Health Service Partnership (GHSP), which sends physicians and nurses to countries with critical health care professional shortages. Website: <https://www.peacecorps.gov/apply/>.

CAREER PODCASTS:

Public Health on the Inside is a podcast offered by the Bloomberg School of Public Health, which features an in-depth look at a variety of public health careers. The podcasts can be accessed for free on Public Health on the Inside's website:

(<http://www.jhsph.edu/offices-and-services/practice-and-training/resources/public-health-on-the-inside-podcast/>).

This Week in Global Health is a video series published by Greg Martin (Editor-in-Chief of Globalization and Health) that includes informational videos on how to find careers in global health among other topics. Featured videos include "Finding a Job in Global Health," "Getting a Job at the World Health Organization" and "Finding a Job at a United Nations (UN) Agency." Website: <https://www.youtube.com/user/drgregmartin/videos>

APPENDIX A: DOMESTIC INTERNSHIPS

A non-exhaustive list of domestic internships that are globally-focused follows:

- 1. Sustaining Technical and Analytic Resources (STAR):** STAR is a five-year project of the Public Health Institute, supported by the United States Agency for International Development (USAID). STAR's overall goal is to strengthen the capacity of global health professionals, organizations, and companies so they can implement stronger programs, achieve better results, and make a bigger impact in the global health field. STAR emphasizes individual learning and growth opportunities, capacity-building for Fellows, academic partnerships between U.S. and low- and middle-income country institutions, and mentorship opportunities. Website: <https://www.ghstar.org/>.
- 2. DC-Based Internship with the World Bank:** The World Bank offers a paid summer internship for graduate students interested in learning about global development. The application opens December 1st and closes January 31st. The program can be found on the World Bank's website: <http://www.worldbank.org/en/about/careers/programs-and-internships/internship>
- 3. Centers for Disease Control (CDC) – Association of Schools and Programs of Public Health (ASPPH) Internships:** The Centers for Disease Control (CDC) and Association of Schools and Program of Public Health (ASPPH) offer 10-week paid summer internships at their headquarters in Atlanta, GA (CDC) and Washington, DC (ASPPH). The CDC internship entails working on a scientific project of public health importance with a technical expert in a chosen field. The ASPPH internship involves marketing, research and project management pertaining to public health curriculum. Additional information on the CDC-ASPPH internship can be found on the website: <http://www.aspph.org/study/fellowships-and-internships/>
- 4. James A. Ferguson Emerging Infectious Diseases Fellowship Program:** The Dr. James A. Ferguson Emerging Infectious Diseases Fellowship Program is a Centers for Disease Control and Prevention (CDC)-funded, nine-week summer program providing educational and professional development opportunities for fellows interested in infectious diseases research and health disparities. Fellows receive a \$4,000 stipend as well as housing and round-trip coverage. Applications are typically due in January. For further information, please visit the website: <https://www.kennedykrieger.org/professional-training/professional-training-programs/center-for-diversity/ferguson-fellowship>
- 5. Unite for Sight Global Health Leadership Internship:** The Global Health Leadership Internship provides outstanding undergraduate, public health, medical and other clinical students, and graduate students, as well as recent graduates, with an opportunity to engage in high impact front-line global health delivery programs. This unpaid internship has a minimum of a full-time 4-week commitment, but at least an 8-10-week commitment is preferable. A minimum of a 6-week commitment is required during the summer months. The internship opportunity is available year-round. In this position, the Intern will work closely with Unite for Sight's Core

Management Team on global health programming. Interns work from our New Haven office that overlooks the Yale campus. Website: <http://www.uniteforsight.org/internships>

- 6. Colorado-Based Internship with Village Earth:** Village Earth is an intermediate NGO that helps small community organizations (CO) in developing countries build capacity by providing financial, technical, and networking assistance. Village health is currently looking for interns with Web 2.0, graphic design, web design, database management, writing, or video editing skills. Website: <http://www.villageearth.org/join-us/volunteer-and-intern>
- 7. United Nations Association of Greater Philadelphia:** UNAGP hires students for pay (work study) and volunteer to work on global projects throughout Philadelphia in global health, global justice, nuclear proliferation, women's issues, global water, global education, environmental issues and other issues depending on the interests of students.
Contact: 3401 Market St Philadelphia PA 19104
Website: www.una-gp.org
Email: Christiaanmo@yahoo.com
- 8. Save the Children:** Save the Children supports a year-round internship program centered around the academic calendar. It offers a variety of unpaid semester internship positions that provide a unique opportunity for experience and expansion of knowledge in the non-profit world. Interns have the chance to work under the direct supervision of an experienced Save the Children staff member to help guide their development of skills within their chosen field. Their work focuses on the advancement of important strategic projects. Internship positions are available in our Fairfield, Connecticut, Washington, D.C., and Kentucky offices. Interns work a minimum of 16 hours per week and a maximum of 40 hours a week. To review current openings, please visit the website: <https://www.savethechildren.org/us/about-us/careers/internships>
- 9. African Family Health Organization:** AFAHO is a non-profit community-based organization founded to provide culturally and linguistically sensitive health, human and educational services to African and Caribbean immigrants and refugees in the greater Philadelphia area. There are a number of potential internship opportunities, so please visit the website below for further information.
Contact: 4415 Chestnut St 2nd Floor Philadelphia PA 19104
Website: www.afaho.net
Email: Kiera@afaho.net
- 10. Refugee Health Partners:** The goal of the [Refugee Health Partners](#) is to improve and advocate for the health and well-being of refugees living in Philadelphia. Over the past two years, Refugee Health Partners has initiated yearly community outreach programs including flu clinics, health fairs, English as a Second Language and health education classes, picnics with refugee communities, and adopt-a-refugee.
Website: http://www.jefferson.edu/university/jmc/departments/family_medicine/community/refugee_health_partners.html

APPENDIX B: INTERNATIONAL INTERNSHIPS

International Internships can be found through the following pathways:

1. Penn Global Research and Internship Program (GRIP)- funded placements

The University of Pennsylvania offers a fully funded 8- to 12-week summer internship for Penn students at organizations that are affiliated with Penn Abroad. There is a wide variety of placement organizations to choose from that are mainly nongovernmental organizations located in Latin America, Africa, Asia, and other regions. The **Botswana-UPenn Partnership (BUP)**, **Guatemala Health Initiative**, and **Center for Advanced Study of India (CASI)** are examples of placements that are great for students interested in working with local international organizations. The full list of placements can be viewed on the Penn Global website. The application to apply to any of these internships through GIP typically opens in November, with the deadline to apply in mid-January. There are information sessions held weekly from November to January. Be advised that preference is given to undergraduate applicants and priority consideration to unpaid internships outside of Western Europe, Australia, and New Zealand.

2. Penn Center for Global Health (CGH) placements

Penn's Center for Global Health offers a variety of summer internship opportunities to MPH and MS1 students each year. Through partnerships with NGOs, Ministries of Health, and academic institutions around the world, MPH students are eligible to apply for current internships, which tend to change yearly. These internships usually are a minimum of 7 weeks and have flexible start and end dates. **Travel stipends are available.** CGH will send out opportunities as they become available typically around January.

Website: <http://www.med.upenn.edu/globalhealth/>

Contact: ayost@penncmedicine.upenn.edu

Spring 2021 are TBD, but are similar to some of the following opportunities:

- Clinton Health Access Initiative (CHAI):
 - o Free Health Care Initiative Research Analyst (Freetown, Sierra Leone)
 - o HIV Access Program, Adolescent Volunteer (Africa)
 - o Data Analysis and Dissemination Associate (Lusaka, Zambia)
- Centre for Infectious Disease Research in Zambia (CIDRZ)
 - o EmpiriX Student Data Analyst (Lusaka, Zambia)
 - o Data Analyst, Biostatistics and Epidemiology (Lusaka, Zambia)
- The Children's Hospital of Philadelphia (CHOP)
 - o Caustic Soda Study, Data Collection Assistant (Monrovia, Liberia)
 - o Breastfeeding in the PMH Neonatal Unit, Data Collection Assistant (Gaborone, Botswana)
 - o Tele Research Assistant (Gaborone, Botswana)

3. Self-identified opportunities funded through various Penn resources

Following are some examples of international internships that you can apply for and self-fund or fund through various external scholarships (check out Appendix C: Funding):

- **Botswana-UPenn Partnership (BUP)**- <http://www.med.upenn.edu/botswana/>
- **Guatemala Health Initiative**- <http://www.med.upenn.edu/ghi/>
- **Center for Advanced Study of India (CASI)**- <https://casi.sas.upenn.edu>
- **Arlington Academy of Hope**: The Arlington Academy of Hope has a vision to transform villages in rural Uganda into vibrant, self-sustaining communities through quality education and health care. Public Health Interns will have the opportunity to assist with the Beatrice Tierney Health Center as a part of the non-medical staff. This position may be responsible for research, data collection and management in the community as well as assist in areas of HIV, infectious diseases, health and sanitation, reproductive and maternal health, family planning and nutrition.
Email: info@aahuganda.org
Website: <http://aahuganda.org/take-action/internships/>
- **Child Family Health International (CFHI)**: CFHI works with public health students to design public health internships and other international experiences for both undergraduate and graduate public health students. CFHI can help you design an internship that meets your program requirements and personal interest, whether it's in nutrition, maternal/child health, health systems, vector control, chronic diseases, traditional medicine, human rights, or other foci. CFHI programs range from 2-16 weeks and can be combined to provide a deeper understanding of several Global Health topics. CFHI works in conjunction with Ministries of Health (MOH), public, NGO, and private health systems.
Website: <https://www.cfhi.org/all-programs>
Email: students@cfhi.org
- **Comprehensive Rural Health Project (CRHP)**: The CRHP Internship Program offers six-month internships in videography & graphic design as well as communications & development throughout the year. Since its introduction, the internship program has become a very competitive and sought-after placement for new graduates from around the world. The program seeks individuals who want to gain work experience in the nonprofit sector as well as exposure to international development in a very rural and sometimes challenging setting. These positions offer the opportunity to learn about the inner workings of a large organization implementing programs in areas of health, environmental, and socioeconomic development in India. Incumbents will be exposed to a wide variety of work including, marketing, fundraising, programming, and evaluation in areas of public health, medicine, women's rights, and economic and community development. All internships are 6-month minimum and

unpaid. Working hours are typically from 9am-6pm Monday through Saturday. Interns are given one-week holiday during their stay. CRHP provides room and board on its campus in Jamkhed, India to all interns. Internship does not cover flight to and from home country and visa fees. Website: <http://jamkhed.org/get-involved/internships/>

- **Foundation for International Medical Relief of Children (FIMRC):** FIMRC is an organization dedicated to improving the health of families in the developing world through the implementation of innovative and self-sustainable health improvement programs. Through its network of outpatient clinics and partnerships, FIMRC asserts a multidimensional strategy that includes clinical services, extensive community outreach efforts and health education programs. Headquartered right here in Philadelphia, students can apply to a variety of opportunities year round, including flexible volunteer positions abroad, as well as more hands-on internship experiences in countries such as Ecuador, Dominican Republic, Nicaragua, Costa Rica, Peru, Uganda, India, and the Philippines. Please review their website below for more information on applying and their many opportunities.

Website: www.FIMRC.org

- **Tulane School of Public Health Summer Abroad Program in Cuba:** Tulane University's School of Public Health and Tropical Medicine offers a two-week graduate summer study abroad program in Cuba. The course addresses how the Cuban government has prioritized the development of universal health care, with a special emphasis on the efforts to strengthen primary health care and to articulate it with more complex levels of care. Living in Havana, the program includes ten days of lectures and visits to health facilities in Havana and in rural areas. Non-Tulane students are welcome to apply to this program but should confirm with Penn that their credits will transfer. The application period opens in October and closes in February. For further details on the application process and cost information, please visit the website below.

Website: <http://cuba.tulane.edu/pages/detail/253/Public-Health-in-Cuba>

- **Tulane's School of Public Health and Tropical Medicine** also offers a number of summer-abroad programs in countries such as China, Taiwan, and Haiti. Please visit the website below for more information.

Website: http://www.sph.tulane.edu/publichealth/academics/summer_abroad_programs.cfm

- **Unite for Sight Global Impact Corps:** Unite for Sight trains fellows to volunteer abroad in Ghana, India, and Honduras. Fellows work with local doctors who provide healthcare in villages, slums, and refugee camps year-round. Volunteers assist local doctors with visual examinations, patient education, and observe eyesight-restoring surgeries performed by ophthalmologists. The trips are 1-10 weeks long, depending on the availability of the volunteer. Program costs vary by assignment and length, but all Global Impact Fellows are required to either donate or fundraise \$1,800, which goes directly to patients. Additionally, airfare, lodging, and other expenses are the responsibility of fellows. For more information please visit the Unite for Sight website.

Website: <http://www.uniteforsight.org/volunteer-abroad>

- **World Health Organization (WHO):** The WHO offers 6 to 12-week unpaid summer internships at its headquarters in Geneva, Switzerland. A list of the global health projects offered by the WHO can be found in the information sheet on their website. The application opens in December.

Website: <http://www.who.int/employment/internship/WHOInterns/en/>

Alternatively, to apply to the limited number of internships at the WHO regional offices, email:

afrgohrinterns@who.int (Africa),

interns@paho.org(Americas),

interns@euro.who.int (Europe),

emrgohrs@who.int (Eastern Mediterranean),

seinterns@who.int (South-East Asia), or

interns@wpro.who.int (Western Pacific).

- **International Exchange Program for Minority Students:** Mount Sinai offers 11-12-week research experiences with faculty in one of seven countries. These projects include funding for roundtrip airfare, housing, orientation in NY, and monthly stipend (\$1200-\$2000). Applications open in November and can be submitted through their website before January 31st.

Website: <http://icahn.mssm.edu/departments-and-institutes/preventive-medicine/programs-and-services/international-exchange-program-for-minority-students>

- **Multidisciplinary International Research Training (MIRT) Program:** The Multidisciplinary International Research Training (MIRT) program is a national program designed to encourage underrepresented students to pursue careers in biomedical and behavioral science research careers. The program provides support for undergraduate and graduate students to do research work overseas at academic institutions including Zimbabwe, Ethiopia, Vietnam, Thailand, Malaysia, Republic of Georgia, Peru, Mexico, Ecuador, Chile, and Australia. Students spend 8-12 weeks (beginning mid-June) at the foreign research site. For additional information, please visit the website below.

Website: <https://sites.sph.harvard.edu/mirt/>

- **Other countries/organizations: See website of Global Health Center, Perelman School of Medicine:** Each year about 80 to 100 **medical students** from Penn pursue global health internships in 15 to 30 different countries. The internships are arranged by the students with local organizations in these countries. Activities range from clinical and shadowing to research and public health. A full list of internship sites where students have rotated can be found in the Global Health Center's website.

Website: <http://www.med.upenn.edu/globalhealth/where-we-work/>

APPENDIX C: FUNDING

There are some key sources of funding for international internships at the University of Pennsylvania. A smart approach to finding funds to cover the cost of your summer experience would usually involve exploring all possible sources- internal and external. The following list is a starting point of where you can look for travel funding. Students pursuing capstone and fieldwork projects can look to the following sources:

1. **Penn Global placements through the GRIP initiative:** GRIP provides housing and flight stipends for students participating in their internships through their program. For more information, visit: <https://global.upenn.edu/pennabroad/grip>
2. **GAPSA**
3. **Penn Global Research and Internship Program (GRIP) Funding-Only:** If you have secured your own global internship, you can apply for fund through GRIP. Funding-Only is available to full-time, degree-seeking students at the University of Pennsylvania. Current Penn freshmen, sophomores, juniors and graduate students NOT graduating in May or August of summer 2020 are eligible to apply. Students must be in good academic and disciplinary standing. Internships must last between 8 and 12 weeks over the summer. Students must show proof of acceptance/enrollment into an internship or research experience for the summer of 2020 to apply. All placements must be **outside** of the United States. Typically, there are two rounds of funding applications, which open in October and January, respectively. For more information: <https://global.upenn.edu/pennabroad/moneymatters>
4. **CGH International MPH Travel Award:** The Perelman School of Medicine's Center for Global Health provides funding for international travel to 5 MPH students each year. The travel must be to support the completion of a global health-relevant fieldwork or capstone for a minimum of 4 weeks. Applications for the travel award are submitted to the MPH office by the cycle deadlines of December 1st or March 1st. Students are encouraged to use this travel award to complete international capstone projects in collaboration with Penn faculty. The Global Health Programs office in the school of Medicine can assist with research internships in Botswana and Guatemala as well as provide suggestions for other sites/ faculty to consider. More information on the travel award can be found in the Global Health Track section of the MPH website: <http://www.cphi.upenn.edu/mph/MPHTravelFunding.html>

SAMPLE BUDGET:

The following is a sample budget for an international global health internship:

Item	Cost (Average)
International Flight	\$1,670 (\$500 - \$1800)
Housing	\$1,010 (\$300 - \$1000/month)
Food	\$600
Utilities	\$170
Incidentals	\$120
Internet & Phone	\$110
In-Country Transportation	\$230
Visa & Immunizations	\$300
Work Related Expenses	\$620
TOTAL	\$4,820

BEST PRACTICES IN GLOBAL HEALTH WORK

This section of the guidebook is adapted from Unite for Sight's module on "The Significant Harm of Worst Practices" (<http://www.uniteforsight.org/global-health-course/module8>).

Students who volunteer or conduct research projects abroad oftentimes do so with the benevolent intention of putting their acquired skills to use in low resource settings. However, despite good intentions, short term foreign volunteers can do significant unintended harm to poor communities if they do not avoid certain practices. Harmful practices include engaging in one-sided partnerships that benefit the volunteer but not the community, practicing beyond one's abilities, or providing short term therapies with no follow up care. The following are best practices principles to follow when planning to volunteer abroad:

1. **Develop a mutually beneficial partnership.** Global partnerships are often one-sided with volunteers gaining more from the experience than their host organizations or communities gain from them. For volunteers, short- term experiences in developing countries can serve as a stepping stone to a career in global health. Volunteers also acquire research skills and knowledge about health and culture that they could not otherwise acquire in their home countries. Given these benefits it is important to ensure that your partner organization's needs are not neglected during the experience. Projects should ideally be designed/crafted by or in partnership with local partners.
2. **Practice within your abilities.** It is easy to overestimate your abilities or to believe that any help is help when in a low resource setting. It is best to work within your abilities and ask for help from your local supervisors and faculty.
3. **Adequately research the current events, social and cultural beliefs of the community before entering it.** An approach suitable in one community may not be suitable in another. Conflicts in health beliefs and practices may arise that result in noncompliance or mistrust of the healthcare system.
4. **Support local capacity.** It is important to partner with and bolster the work of existing local organizations instead of competing with them.

APPENDIX D: SAMPLE CAPSTONE PROJECTS

The Capstone is a culminating experience required for graduation in the Master of Public Health Program.

Students will have an opportunity to synthesize the knowledge and public health competencies they have acquired through their coursework, apply them to solving public health problems in their area of interest as well as those of their peers, reflect together to learn from each other and from the relevant body of public health experience including the scientific literature, and begin to develop a common grounding and identity as public health professionals.

Below you will find examples of types of global health oriented capstones as well as examples of past students' projects.

Literature Review with Recommendations Students will perform a comprehensive review of the current literature of their identified public health problem. This capstone project would involve a clear assessment of the problem, an evaluation of its causal factors and determinants, and discussion of the significant prevention and intervention strategies. In addition, students will include evidence-based recommendations based off of their analysis.

Example Project:

- ❖ A Systematic Review of Haitian immigrants attitudes and health beliefs around the prevention of HPV related cancers

Program Plan Students will design and develop a plan to implement a specific public health program. This capstone project would address critical issues such as management, fiscal, ethical, and logistical issues.

Example Project:

- ❖ An Organizational Needs Assessment for HIV/AIDS Peer Educators in Botswana: Identifying Challenges and Addressing Opportunities for Improved Community Outreach

Program Evaluation Students will evaluate and assess a currently existing public health

program. This capstone project would include an evaluation of the outputs and outcomes of the specific program, as well as an impact assessment and cost-benefit analysis.

Example Project:

- ❖ Directing Philanthropic Capital for Maximum Impact: A Case Study in Measles

Health Education and Curriculum Development Students will design and develop a curriculum or health education program to address a specific public health problem. This capstone would entail either producing curriculum for an existing program, organization, or initiative that could be realistically implemented, or focusing on building capacity of partners and skills-based teaching of a particular community.

Example Projects:

Health Education:

- ❖ Empowering Bhutanese teens through collaborative development of a sex education program

Capacity Building:

- ❖ Project Aurora: Collaborating with Community Health Activists to Create Visual Aids in Rural Mozambique

Policy Analysis Students will identify a current policy and analyze its public health implications. This capstone would examine critical issues such as economic, social, cultural, and political impacts, as well as perspectives on financing, need and demand, ethics, and overall effectiveness.

Example Project:

- ❖ Strengthening global health security: a systematic review of lessons learnt from national implementation of the International Health Regulations

Modeling Exercises Students will propose and evaluate a hypothesis concerning a selected disease. This capstone would involve projecting how a particular infectious disease would progress and a discussion of the finding's implications on current public health interventions.

Example Project:

- ❖ Transmission dynamics of Middle East Respiratory Syndrome: An investigative modeling study

Survey Development Students will comprehensively develop a survey tool to be used to assess a public health issue in a specific population. This project would entail analyzing the existing literature on the subject and contextualizing the problem to the population of interest in order to produce a survey that could be realistically applied.

Example Project:

- ❖ Creating a survey instrument for field operations for a household vector control campaign in Arequipa, Peru

Research Proposal Students will produce a plan for research or a grant proposal with a clear and concise research question. The capstone project would include the specific research objectives, literature review, study design, methods, and implications and importance of the research.

Example Project:

- ❖ Proposal to assess risk and spread of multi-drug resistant TB in Botswana

Research Report Students will analyze and interpret data to address a public health problem. The capstone project would include discussion of the research question, study design, data collection procedures, data analysis, interpretation, and significance of findings. Studies may be of any methodological approach: qualitative, quantitative, or mixed methods.

- **Secondary Data Analysis:** Students can use an already existing dataset to provide new analysis to answer a research question. This could include content analysis, interview transcript coding, and amongst others, using survey data. Be aware that IRB approval may be needed.

Example Projects:

Using publicly accessible data:

- ❖ Does Social Status Predict Appropriate Treatment for Child Diarrheal Disease? Evidence from Peru

Using another researcher's database:

- ❖ Do depressive symptoms mediate the relationship between excessive alcohol consumption and HIV-medication adherence among HIV-infected patients in Botswana?
- **Primary Data Analysis:** Students will collect original data to answer a research question. Given the ethics as well as logistics of working abroad, this capstone may fit in the context of an ongoing study with a UPenn researcher or a collaborative partnership. However, students may develop their own independent study. Students should leave ample time for IRB approval.

Example Project:

- ❖ Providers' Perspectives on Family Planning Services in Karachi, Pakistan

Examples of Global Health Capstones

Literature Review with Recommendations:

- ❖ *A Systematic Review of Haitian immigrants attitudes and health beliefs around the prevention of HPV related cancers*

Student: Juana Romelus

Methods: Plans to perform a systematic literature review of the attitudes and health beliefs around the prevention of HPV related cancers of Haitian immigrants. Will comprehensively analyze the existing knowledge of the topic and provide specific recommendations on new HPV prevention methods with this population.

Program Plan:

- ❖ *An Organizational Needs Assessment for HIV/AIDS Peer Educators in Botswana: Identifying Challenges and Addressing Opportunities for Improved Community Outreach*

Student: Jasmine Jones

Methods: Qualitative interviews and observational field notes were conducted to inform a situation analysis to understand the organization's operations and management processes.

Program Evaluation:

- ❖ *Directing Philanthropic Capital for Maximum Impact: A Case Study in Measles*

Student: Sara Hayes

Methods: Evaluated the impact of the Measles and Rubella Initiative. The project assessed the health results, reach, and cost-effectiveness of the program, as well as provided recommendations for future success.

Health Education and Curriculum Development:

- ❖ *Empowering Bhutanese teens through collaborative development of a sex education program*

Student: Saira Huq

Methods: Our objective is to provide the Bhutanese American Organization of Philadelphia (BAOP) with options for evidence-based teen pregnancy prevention programs to implement and to pilot a sexual and reproductive health (SRH) session with Bhutanese teenagers. of the program, as well as provided recommendations for future success. A pilot sex education session was developed in collaboration with members of the Bhutanese community. The sessions were evaluated with an anonymous written survey administered to all participants.

❖ Project Aurora: Collaborating with Community Health Activists to Create Visual Aids in Rural Mozambique

Student: Joshua Littlejohn

Methods: This case study outlines one such project aimed at creating educational visual aids in conjunction with community health activists for use in their own communities. Over the course of three months, the author worked with previously identified community health activists from two communities, students from a local university, health professionals, and religious organizations to create a simple, affordable, easily reproducible visual toolkit for use in teaching what the community self-identified as the key gaps in understanding of malaria and the medical treatment process.

Policy Analysis:

❖ Strengthening global health security: a systematic review of lessons learnt from national implementation of the International Health Regulations

Student: Sara Cifuentes

Methods: Conducted a systematic review of 16 studies that examined both barriers and facilitators faced by African countries in implementing Surveillance as one of the IHR (2005) core capacities. Indicator Based Surveillance (IBS) and Event Based Surveillance (EBS), the two arms of the core capacity, were

evaluated and a list of themes and subthemes was created, compared, and juxtaposed.

Modeling Exercises:

❖ Transmission dynamics of Middle East Respiratory Syndrome: An investigative modeling

Student: Tara Fulton

Methods: The goal of this study is to propose and evaluate a hypothesis concerning the predominant transmission modalities of Middle East respiratory syndrome coronavirus (MERS-CoV) in Saudi Arabia and the Republic of Korea. Three lines of evidence are presented: (1) a literature survey of the typical transmission modality of other coronaviruses; (2) a comparative survey of case reports and epidemic curves of other pathogens for which the transmission modalities are well known; and (3) an attempt to mimic the observed MERS case reports using mathematical models that incorporate explicitly represented transmission modalities.

Survey Development:

- ❖ Creating a survey instrument for field operations for a household vector control campaign in Arequipa, Peru

Student: Phoebe Cruz

Methods: A survey instrument was developed to understand household participation decisions for a Chagas disease indoor residual spraying (IRS) campaign in Arequipa, Peru. Feedback from field staff was used to improve the questionnaire for the IRS campaign. Based on their input, several versions of the survey were created for further field testing, incorporating different graphical representations of a Likert scale (numbers, facial expressions, hand gestures), different item constructions (interrogative vs. declarative), and two methods of survey dissemination (electronic tablet and paper). The most efficient survey layout for field operations will be determined from the 12 versions of the survey instrument created.

Research Report:

- ❖ Secondary Data Analysis

- ❖ **Quantitative Methods:**

- Does Social Status Predict Appropriate Treatment for Child Diarrheal Disease? Evidence from Peru

Student: Kathryn Volpicelli

Methods: Utilized the 2008 Demographic and Health Survey for Peru to:
1) Describe the burden of diarrheal disease among children under 5, and
2) Identify socioeconomic correlates of health-seeking behavior and utilization/appropriateness of treatment among mothers of children with recent diarrheal episodes in relation to household socioeconomic status.

- Do depressive symptoms mediate the relationship between excessive alcohol consumption and HIV-medication adherence among HIV-infected patients in Botswana?

Student: Harriet Okatch

Methods: This study aims to determine if prevalent depressive symptoms mediate the relationship between alcohol use and non-adherence among HIV-infected patients in Botswana. A sample of 940 patients initiating ARV therapy was enrolled in the study and demographic and clinical information was collected at baseline. Alcohol use and prevalence of depressive were assessed at baseline and additional alcohol use assessments were conducted at 1 month and 6 month visits.

❖ **Qualitative Methods:**

- Community Structures as a Means Toward Greater Accountability in a Responsive Health System in Kenya, East Africa

Student: Katelyn Tente

Methods: A secondary data analysis facilitated by Nvivo10 was conducted on the translated then transcribed interviews of community health workers, community health extension workers, and community health committee members in six community units in Kenya.

❖ **Primary Data Analysis**

❖ **Quantitative Methods**

- Health Care Access After Disasters: Impact of the 2010 Pakistan Floods

Student: Aqsa Durrani

Methods: Employing population proportional, randomized cluster sampling, a survey was conducted to assess access to health services and perceptions of quality among populations affected by the 2010 Pakistan flood.

❖ **Qualitative Methods**

- Improving Diabetes Management in an Indigenous Tz'utujil Community of Guatemala: Patients' Views on Social, Emotional, and Physical Factors of Life with Diabetes

Student: Alejandra Paniagua Avila

Methods: Open-ended, in-depth interviews constituted the qualitative methodology. The interview guide was used to explore the participants' views around the diabetes onset and the influence of diabetes on physical, social and emotional factors.

❖ **Mixed Methods**

- Providers' Perspectives on Family Planning Services in Karachi, Pakistan

Student: Amna Rizvi

Methods: Conducted a mixed-methods study with gynecologists practicing in Karachi, Pakistan. Following IRB approval, structured

surveys and in- depth interviews addressing care delivery, training, and perceived knowledge regarding legal restrictions and personal religious beliefs about family planning, including abortions, were assessed.

APPENDIX E: CONTACTS AND LISTSERVS

Important contacts:

Center for Global Health:

<https://www.med.upenn.edu/globalhealth/team.html>

Center for Global Health at CHOP: <https://www.chop.edu/centers-programs/global-health-center>

Perry World House: <https://global.upenn.edu/perryworldhouse/engage-us>

Listsersvs to follow for Global Health updates:

Global Health NOW

This daily newsletter aggregates and summarizes the latest global health news. A not-for-profit initiative of the Johns Hopkins Bloomberg School of Public Health, GHN scours the global media and select the day's most important articles about research, trends and events, in addition to producing original content including news articles, commentaries and Q&As with leaders and newsmakers. [Subscribe](#)

NPR's Goats & Soda

This NPR global health and development blog brings you stories of life in a changing world with a focus on low- and middle-income countries, keeping "in mind that we're all neighbors in this global village." You'll have to visit their website to learn the story behind their name. [Subscribe](#)

BRIGHT Magazine

This digital magazine publishes a weekly email featuring its latest stories on health, education and social impact for the world's problem-solvers. Based on Medium, the magazine is supported by The Bill & Melinda Gates Foundation. [Subscribe](#)

The Guardians Global Dispatch

In this bi-weekly email, subscribers get the voices and opinions of people living under extraordinary circumstances along with expert analysis from the Guardian's global

development correspondents in Africa, Asia, South and Central America, and beyond, through words, photos, podcasts and videos. [Subscribe](#)

International Health Policies Network

The International Health Policies Network's weekly newsletter provides a curated listing of health policy news, events and publications, especially from low-and-middle income countries and with a focus on young health policy and systems researchers. The network is an initiative of the Health Policy Unit at the Institute of Tropical Medicine, Antwerp. [Subscribe](#)

Kaiser Daily Global Health Policy Report

The daily Kaiser Daily Global Health Policy Report provides the latest news and information on global health policy, with a focus on the U.S. and developments that have important implications for U.S. global health response. Published by the Henry J. Kaiser Family Foundation, the report is supported in part by a grant from the Open Society Foundations. [Subscribe](#)

Devex

A social enterprise media platform for the global development community, Devex offers a host of crosscutting daily and weekly newsletter options, ranging across breaking news, aid community stories, development briefings, job opportunities, special event reports and more. [Subscribe](#)

Equal Eyes

Equal Eyes is a collection of significant, timely, and international lesbian, gay, bisexual, transgender, and intersex stories and events, produced in collaboration with UNAIDS and released twice a month. It promotes sexual and gender equality while highlighting issues of health, violence, culture, and legal and human rights. [Subscribe](#)

APPENDIX D: COVID-19 RESOURCES

Fall 2020 COVID-19 Support for Students:

- General Resources and Updates: <https://coronavirus.upenn.edu/>
- Frequently Asked Questions regarding campus life, academics, research, support and more: <https://provost.upenn.edu/covid-19-faqs-students>
- Remote Learning Tips and Resources: <https://wlrc.vpul.upenn.edu/lr/lr-resourcesforremoteforremotelearning/> <https://www.onlinelearning.upenn.edu/online-learning-tips-students>
- Graduate Student Activities and Resources: <https://gsc.upenn.edu/online#gradcenter>
- CPHI COVID-19 Resources: <https://www.cphi.upenn.edu/cphi/Resources.html>

Global Health Fieldwork Guidance During COVID-19:

Given current travel restrictions due to the COVID-19 Pandemic, international fieldwork may or may not be feasible in the Spring/Summer of 2021. While these restrictions make global health fieldwork opportunities more limited, there are ways to creatively work with global partners remotely. Some ideas for designing global health fieldwork experiences are listed below. If you have any questions or need additional inspiration, reach out to Elaine Weigelt (elaine.weigelt@pennterms.upenn.edu) who can help you brainstorm!

Remote Global Work:

- [The Center for Global Health](#) has internationally-based programs with opportunities for remote work:

Example: Getting involved in programs such as the [The Galápagos Alliance](#), where students are creating a long term public health program plan and working with existing partners on the ground in San Cristobal.

Global Advocacy:

- Organizations that focus on global health advocacy work:

Example: Connecting to organizations such [Global Health Advocacy Incubator](#), [PATH](#) and [The Fund for Global Health](#), which will allow you to think about policymaking and solutions for global health problems.

Global to Local:

- Locally-based nonprofit organizations:

Example: Finding organizations such as [Puentes de Salud](#), which focuses on supporting the health of Philadelphia's Latinx immigrant communities.