

2018-2019

Master of Science in Global Health

Student Handbook and Capstone Manual



ECK INSTITUTE FOR
**GLOBAL
HEALTH**

If you want to walk fast, walk alone.

If you want to walk far, walk together.

- African proverb -

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About the Eck Institute for Global Health

The University of Notre Dame's Eck Institute for Global Health is a university-wide enterprise that recognizes health as a fundamental human right and endeavors to promote research, training, and service to advance health standards for all people, especially people in low- and middle-income countries, who are disproportionately impacted by preventable diseases.

The Eck Institute for Global Health was established in 2010 and is funded through a generous endowment from the Frank Eck Sr. Family. The Institute brings together a diverse group of faculty, staff, and students from several different Colleges and Departments whose research and teaching address questions that are relevant to addressing health disparities. Notre Dame has a long tradition of excellence in research and training in the area of tropical infectious diseases and the biology of their arthropod vectors. The Eck Institute for Global Health seeks to build on the University's strengths in infectious disease research and training to foster the interdisciplinary research, training, and partnerships that are demanded to holistically address health disparities around the world.

The Institute provides a central home for organizing and coordinating global health activities across the University of Notre Dame. Training the next generation of global health researchers and leaders is undertaken at the undergraduate, graduate, and postdoctoral level, including the Master of Science in Global Health program.

More information on research activities of each of the Institute's faculty members can be found here (<http://globalhealth.nd.edu/research-members/members/>).

The many exceptional intellectual and academic resources on the Notre Dame campus position the Eck Institute for Global Health to make significant contributions towards the goal that all people enjoy the highest attainable standard of health.

Master of Science in Global Health

The Master of Science in Global Health program provides an engaging science-centric training in the context of global health. The program is a one-year, intensive training that includes two semesters of coursework and one (summer) semester of a field practicum, which is central to the Capstone Project. The coursework focuses on providing students with a working knowledge of the global health challenges facing our world and the skills to participate in research that addresses those challenges. The program allows students to make connections between classroom training in global health topics and the real health needs of resource-poor populations around the world through hands-on experience. Science is understood in the context of its promise to improve the health of those people who are disproportionately affected by preventable diseases.

The Master of Science in Global Health program is supported by faculty and staff with expertise and research in a variety of fields that represent the interdisciplinary nature of global health. Furthermore, faculty have research partnerships throughout the world that provide international and domestic fieldwork opportunities for students' Capstone Projects.

The Master of Science in Global Health program and curriculum are in alignment with the Global Health Competencies promoted by the Consortium of Universities for Global Health. These were built on the ASPPH Global Health Competency Model and the MPH Core Competency Model (Appendix A). The Master of Science in Global Health at Notre Dame adds a few areas of focus unique to our program that we believe are crucial competencies for global health students.

References:

Global Health Competency Model, Final Version 1.1, October 31, 2011. Association of Schools of Public Health. Retrieved from: <http://www.aspph.org/educate/models/masters-global-health/>

Jogerst, Kristen et al. (2015). Identifying Interprofessional Global Health Competencies for 21st-Century Health Professionals. *Annals of Global Health*, Volume 81, Issue 2, 239 - 247. doi: <http://dx.doi.org/10.1016/j.aogh.2015.03.006>

Degree Objectives

- Enable students to understand the extent and force of poverty, injustice, and the burden of disease.
- Develop student understanding of the central importance of equitable partnerships and the concepts of accompaniment and compassion.
- Develop student capability to create and implement science and evidence-based solutions to complex global health challenges in resource-poor settings.
- Prepare students with the knowledge and a core skill set to enter a variety of professions within the field of global health.

Program Expectations

All students in the Master of Science in Global Health program must:

Communicate:

- Maintain a Notre Dame Gmail account and use it for University communications. This includes the use of Google Calendar for scheduling meetings and events.
- Communicate regularly with Program Advisors, Research Supervisors, and class instructors, especially in matters related to research, curriculum, and progress within the degree program.
- The expectation is for students to acknowledge/respond to email within 24 hours.

Show Professionalism:

- Professionally and respectfully interact with other students, faculty, staff, and University partners. This extends to all forms of communication (e.g., email, telephone, Skype, etc.).
- Dress appropriately for class and program events.
- Dress professionally for guest speakers and presentations.

Complete Degree Requirements:

- Assume primary responsibility for the successful completion of the degree in the one-year time frame.
- Be responsible for knowledge of, and be in compliance with, the policies and requirements of the Master of Science in Global Health Program, the Graduate School, and the University.
- Uphold a high standard of academic integrity and maintain ethical standards in all aspects of student's work.
- Complete all readings and assignments according to deadlines set by professors.
- Attend all classes unless previously approved in writing by the professor and Program Advisor.
- Appropriately use technology in the classroom.
- Create and maintain an atmosphere of respect, collegiality, and collaboration within the cohort.
- Engage and actively participate in all courses, including listening respectfully to diverse opinions and experiences.
- Adhere to the Graduate School Honor Code.

Curricular Requirements

Degree Eligibility

All students must satisfy the following to be eligible for the Master of Science in Global Health degree:

1. The completion of 32 credits of coursework (as outlined in the degree requirements below).
2. A grade of “pass” (80%) on the Capstone Paper and the Presentation).
3. Maintain a minimum cumulative grade point average of 3.0 on the University's 4.0 scale (letter grade “B” average).
4. Must obtain a minimum grade of “C” in all required courses, with the exception of the required Capstone Seminar and Capstone Research Courses (see below). If a student receives lower than a grade of C in a required course, he or she must either retake the same course or its equivalent as determined by the program.
5. Must obtain a minimum grade of “B-” in the Capstone Seminar (fall semester) and Capstone Research (spring semester) courses. These are sequential courses that prepare the student to successfully undertake the Capstone Field Research (summer semester). A grade lower than a “B-” indicates that the student is not sufficiently prepared to advance to the next stage. Failure to proceed through this sequence may result in a student’s dismissal from the program as it demonstrates an inability to prepare for and execute a Capstone Project, which is a key requirement for completion of the program.

Total credits required for degree = 32 credits

Required classes = 25 credits

Elective classes = 7 credits

Only 6 credits of 40000 level courses may count towards the required 32 credits. All other credits must be graduate level courses (60000 and above).

Required Courses

FALL SEMESTER (required credits = 10)

[Global Health Challenges](#)

GH 60591-01 – 1 credit

Professor Katherine Taylor

[Topics in Disease Epidemiology](#)

BIOS 60590-01 – 3 credits

Professor Edwin Michael

[Quantitative Research Methods in Global Health](#)

GH 60610-01 – 3 credits

Professor Roya Ghiaseddin

[Qualitative Research Methods in Global Health](#)

GH 60611-01 – 1 credit

Professor Heidi Beidinger

[Program Design and Management](#)

GH 60592-01 – 1 credit

Professor Paul Perrin

Capstone Seminar

GH 68550-01 – 1 credits
Professor Heidi Beidinger

SPRING SEMESTER (required credits = 9)

Quantitative Research Methods in Global Health II

GH 60615 – 2 credits
Professor Roya Ghiaseddin

Global Health Ethics

GH 60545 – 1 credits
Professor David Addiss

Global Health Challenges

GH 60601 – 1 credit
Professor Katherine Taylor

Capstone Research

GH 68551-01 – 3 credits
Professor Michelle Ngai

Leadership Theory, Discovery, and Application

GH 60620-01 - 1 credit
Professor Heidi Beidinger

Program Design and Management

GH 60592-01 – 1 credit
Professor Paul Perrin

SUMMER SEMESTER (required credits = 6)

Capstone Field Research

GH 68552-01 – 6 Credits
Professors Katherine Taylor, Heidi Beidinger, and Michelle Ngai

Elective Courses

This list contains recommended electives (for both spring and fall) but is not exhaustive. Students may search across the University for other appropriate electives they want to take (this requires approval from the program; see “Course Approvals” section). **Please visit NOVO on insideND for the most updated information.**

FALL SEMESTER

International Development in Practice: What Works in Development

GH 60595-01 – 3 Credits
Professor Stephen Reifenberg

Improving Maternal and Child Health Services: Maternal and Infant Matrix Storyboard Methodology

GH 60594-03 – 1 Credit
Professor Brian McCarthy

[The Economics of Global Health](#)

GH 60856-01 – 3 Credits

Professor Margaret Triyana

[Water, Disease and Global Health](#)

BIOS 60610-01 – 3 Credits

Professor Joshua Shrout

[Topics in Parasitology & Vector Biology](#)

BIOS 60579-01 – 1-3 Credits

Professor Frank Collins and Professor Gregory Madey

[Topics in Rare and Neglected Disease](#)

BIOS 60565-01 – 3 Credits

Professor Kasturi Haldar

[Topics in Biocomputing](#)

BIOS 60576 – 1-3 credits

Professors Alex Perkins and Jason McLachlan

[A.I.D.S.](#)

BIOS 40440 - 3 credits

Professor Malcolm Fraser

[Topics in Pathobiology](#)

BIOS 60550 - 1-3 credits

Professors Shaun Lee and Kasturi Haldar

[Topics in Global Health](#)

BIOS 60559 – 3 credits

Professor Edwin Michael

SPRING SEMESTER

[Geographic Information Systems](#)

GH 60201 – 3 credits

Professor Matthew Sisk

[Arthropods and Human Disease](#)

GH 60408-01– 3 Credits

Professor Frank Collins and Professor Nicole Achee

[Topics in Global Health – mHealth](#)

GH 60550 – 2 credits

Professor Tom Marentette

[Gender and Health](#)

GH 60825 - 3 credits

Professor Vania Smith

Global Health, Human Rights & Justice

GH 60625-02 - 1 credit
Professor Sarah Boshu

Home and Dome

GH 63300 – 1 credit
Professors Danielle Wood, Matthew Sisk, and Mary Beckman

Case Studies in Global Health

BIOS 60206 – 1 credit
Professor Marie Donahue

Immunobiology of Infectious Diseases

BIOS 60530 – 3 Credits
Professor Jeffrey Schorey and Professor Mary Ann McDowell

Topics in Parasitology and Vector Biology: Medical and Veterinary Parasitology

BIOS 60579 – 3 Credits
Professor Jennifer Robichaud

Principles of Biochemistry

CHEM 60520 – 3 credits
Professor Patricia Clark

Psychology and Medicine

SCPP 43531 – 3 credits
Professors Robert White and Kathleen Kolberg

Social Factors and Sustainability

ARCH 60312 – 3 credits
Professor Kimberly Rollings

For the most updated version of the MSGH course offerings, please visit [Class Search on InsideND](#).

Course Approvals

All special requests for courses in other departments must go through the Global Health Training Coordinator, Kim Bogold (ghms@nd.edu, 574-631-5617).

Students may be allowed to take other ND courses that are not on the approved list if the program determines it fulfills the appropriate global health competencies. To request permission to take courses outside of the program, the student must share the syllabus and a justification for taking this course with his/her Program Advisor. Approval will be determined on a case-by-case basis.

Graduate students may take up to 15 credits per semester. To request permission to take more than 15 credits, the student should email his/her Program Advisor with an explanation of the class schedule that he/she would like to have, as well as the reason for requesting additional credits. Approval will be determined on a case-by-case basis.

All course changes that take place during the semester must first be approved by the student's Program Advisor. Upon receiving approval for the change, students should go to the e-forms system through insideND and create and submit a form to request the change. Any questions on this process can be directed to the Global Health Training Coordinator (ghms@nd.edu, 574-631-5617).

The Capstone Project

Introduction to the Capstone Project

The Capstone Project is a unique and exciting core component of the Master of Science in Global Health curriculum. It enables students to make connections between classroom learning and real health needs of people in resource-poor settings around the world through a 6 - 8 week field experience that is part of their research. Working with Notre Dame (ND) faculty and their domestic and international partners, students have the opportunity to design and implement a research project with the potential for real world impact.

All Master of Science in Global Health students are required to successfully submit and present a Capstone Project in order to fulfill the requirements of the Master of Science in Global Health degree. This project is a rigorous academic requirement and is the culmination of learning in which the student applies knowledge and skills acquired during the two semesters in the classroom to the study of a global health problem. The student will submit a scholarly report based on this project and present an oral defense to a faculty committee.

The Capstone Project consists of original research or literature-based research conducted by the student under the mentorship of a ND faculty member. This may involve data collection, use of secondary data, or reviewing literature related to a global health problem.

For a Capstone Project, students are guided by a member of the Notre Dame faculty (Capstone Supervisor) to:

- select a Capstone Committee
- review the literature on a selected topic
- frame a research question
- develop and apply a methodology
- analyze the information
- report the results
- discuss findings in relation to the research questions and within a broad global health context
- prepare a scholarly paper (according to specified format)
- present the material in a formal setting (capstone defense)

Students must develop and demonstrate a deep and broad knowledge of their topic, as well as a solid understanding of how their research fits into the overall goal of improving global health. In addition to the competencies developed in the classroom, the Capstone Project helps students connect these to practical skills they will need for future work in global health.

The Capstone Project is accompanied by 10 course credits throughout the year. The purpose of the Capstone classes is twofold: 1) prepare and support the implementation of the Capstone Project, and 2) prepare students for the final requirements of the Capstone Project – the written paper and oral defense. Class assignments, timelines, and deliverables for each semester are consistent with students completing their projects in a timely and successful manner.

The three Capstone Courses 1) Capstone Seminar – 1 credits Fall semester; 2) Capstone Research – 3 credits Spring semester; and 3) Capstone Field Research – 6 credits Summer semester are the required sequential preparation for completion of the Capstone Project. Students must obtain a minimum grade of “B-” in the Capstone Seminar (fall semester) and Capstone Research (spring semester) courses. These are sequential courses that prepare the student to successfully undertake the Capstone Field Research (summer semester). A grade lower than a “B-” indicates that the student is not sufficiently prepared to advance to the next stage. Failure to proceed through this sequence may result in a student’s dismissal from the program as it demonstrates an inability to prepare for and execute a Capstone Project, which is a key requirement for completion of the program.

Student’s progress through the Spring semester will be assessed by a formal mid-term grade to be submitted by March 8, 2019, prior to purchase of plane tickets for travel to their field site.

Capstone Project Process

Selection

Students meet with the program beginning at orientation to discuss interest areas. Students will be guided to one or more potential Capstone Supervisors based on the student's interest, background, and requirements of particular projects. Students will be allowed to approach self-identified Capstone Supervisors only after discussion with Capstone Coordinator, Dr. Ngai. Students will have two to three weeks to explore project ideas with potential Capstone Supervisors. Students will then submit a ranking of choices to the program. The program is responsible for assigning the final placement of students with a Capstone Supervisor by early October. Once a Capstone Supervisor is identified and agrees to accept the student, it is the student's responsibility to set up meetings and establish a project timeline with their Capstone Supervisor. The student and Capstone Supervisor will continue to refine the specific research project. It is expected that the student will work closely with the Capstone Supervisor throughout the research process and in the submission of their final Capstone Project paper. The student is ultimately responsible for meeting all program requirements related to the Capstone Project. Students will also be assigned a specific Program Advisor who will support the student and Capstone Supervisor throughout the year.

The student and Capstone Supervisor should consider the following as they develop a research plan:

1. Does the project serve the stated needs of the partner organization?
2. Is the research feasible within the allowed timeframe (e.g. High probability of data availability? Appropriate training to implement methodology?) The program discourages studies that involve multiple research approaches, as this is difficult for students to master the design, implementation, and analysis to implement multiple approaches in the time allowed.
3. Does the partner site have the technical capability and infrastructure to support the research?
4. Can the research reasonably be completed within the allowed budget?
5. Are there particular biosafety or personal safety concerns associated with the research?

Implementation

The Capstone courses are required for all Master of Science in Global Health students. The Capstone Project is accompanied by 10 course credits throughout the year.

Class assignments, timelines, and deliverables for each semester are consistent with students' completing their projects in a timely and successful manner. Students are encouraged to follow the recommended timeline detailed in this document.

GH 68550: Capstone Seminar (Fall): 1 credit

Instructor: Dr. Heidi Beidinger

Capstone Seminar class provides the foundation for the Capstone Project and supports students as they develop a research project in consultation with a Capstone Supervisor and Committee. The class will focus on strengthening scientific writing skills through the writing of: 1) annotated bibliography; 2) literature review; and 3) research project proposal. The course introduces the many considerations and logistics of conducting research in global health.

In parallel, students begin to meet regularly with their Capstone Supervisor to: 1) develop a research question; 2) propose a Capstone Committee; 3) depending on the project, undertake background research and/or laboratory investigation and/or data analysis, including learning methods.

Finally, students will schedule a Capstone Committee meeting and present their Project Proposal before the end of the fall semester to their Committee.

Students are encouraged to complete travel health requirements (physicians approval, vaccines and medicines) while they are at home over winter break, unless they plan to use university health services.

GH 68551: Capstone Research (Spring): 3 credits

Instructor: Dr. Michelle Ngai

Capstone Research class supports further preparation for students to conduct their Capstone Research project. Approximately 1 credit will be in class and 2 credits will be working independently or with the Research Supervisor and Committee. The class explores topics of cultural humility and awareness, and travel health and safety in preparation for field placements. The students will further their understanding of cross-cultural awareness and professional behavior in different cultures with global health partners. The course will also introduce the topic of budget and timeline, and provide insight into their development for their field placement. Concurrently, students will continue meeting regularly with their Capstone Supervisor to 1) complete internal and external IRB procedures, 2) develop and finalize their research methodology and data analysis plans. Overall, this course will guide students through the various steps necessary to successfully complete their Capstone research.

Major deliverables in this semester are: 1) a revised project proposal; 2) a budget; 3) a detailed timeline; 4) a committee meeting; 4) IRB submission (both domestic and international if necessary) and approval; 5) letter of support from domestic or international research partner; and 5) travel safety and health requirements. These deliverables must be submitted and approved prior to purchase of plane tickets.

The final grade for this class is determined 75% from Capstone Supervisor and 25% from the Capstone Research Course Instructor.

GH 68552: Capstone Field Research (Summer): Students enroll in a 6-credit Capstone Field Research class and spend 6-8 weeks in May and June in a low resource setting conducting their Capstone research. Students conduct their field research, prepare their Capstone Paper and Presentation and defend.

Throughout this time, students communicate with both their Program Advisor, Capstone Supervisor, and Committee members to ensure their research is progressing appropriately in the given timeframe. Weekly journal reflections and photos are a required part of this class. There will be a minimum of four class sessions held in June/July upon return from the field. The final grade for the class will be determined 75% on the final Capstone paper and oral defense and 25% on requirements of the class itself.

Faculty Roles

Master of Science in Global Health Faculty Advising and Mentorship

At the beginning of the year, students will work with the **Capstone Placement Coordinator (Dr. Ngai)** to identify their **Capstone Supervisor (may be any ND faculty)** and project. See below for a full description of this process.

Following the identification of a Capstone Supervisor, each student is assigned a **Program Advisor (Dr. Taylor, Dr. Beidinger, or Dr. Ngai)**.

Finally, students will propose a **Capstone Committee**. On approval of Capstone Committee members, students are responsible for confirming their willingness and availability to serve in that role. See below for a full description of this process.

All faculty will work together to ensure students stay on track to successfully complete their project and graduate at the end of July 2019. Details on the roles and expectations for the Capstone Placement Coordinator, The Capstone Research Supervisor, the Capstone Committee and the Program Advisor are outlined below.

Ultimately, it is up to the student to ensure the success of the Capstone Project. The student is responsible for ensuring they meet with their Program Advisor, Capstone Supervisor, and Committee members regularly to advance their project appropriately.

Role of the Capstone Placement Coordinator (Dr. Ngai)

During Orientation week meeting with Core Faculty, students will be advised to meet with one or more ND faculty to discuss the potential to work together on a Capstone Research Project. Students will report the results of their meetings back to Dr. Ngai. She will provide support, coordination and suggestions until a satisfactory match is made between a student and a Research Supervisor. Students should only meet with potential supervisors that have been recommended by Dr. Ngai.

Role of the Program Advisor (Dr. Taylor, Beidinger, and Ngai)

Once a Capstone Supervisor has been identified, students will be assigned to Dr. Taylor, Dr. Beidinger or Dr. Ngai, who will serve as their Program Advisor for the remainder of the year. The Program Advisor will meet regularly with his/her students to address learning needs and goals for the year and ensure that the student meets program expectations. The Program Advisor will also provide career counseling and development, as well as address any areas of concern that may arise with his/her students. Below are specifics on academic advising and Capstone Project support.

Academic Advising:

- review course requirements and advise class selection
- monitor academic progress
- work with program to address any challenges
- direct the student to learning resources on campus
- support the student in the development of plans after graduation
- keep the program apprised of the student's progress

Capstone Project:

- Ensure the student is on track to successfully complete their project and graduate at the end of July 2019. The Program Advisor will liaise with the Capstone Supervisor to:
 - ensure the student meets all program requirements for the fulfillment of the Capstone Project
 - ensures the student and Capstone Supervisor are aware of the recommended timeline for the Capstone Project
 - help provide general research support, guidance on logistics, and project support to the student and Capstone Supervisor

Role of the Capstone Supervisor

The Capstone Supervisor¹ takes primary responsibility for coordination, oversight, and progress of the student's Capstone Project. The Capstone Supervisor leads the Capstone Committee which, collectively, is responsible for supporting the student in the successful design and implementation of a Capstone Project as well as supporting their academic growth over the course of the year. He/she will meet with the student on a regular basis throughout the year and be available for any needs and questions that arise during the course of this project. Capstone Supervisor and student typically meet at least one hour per week. Scheduling the meetings is the responsibility of the student.

The Capstone Supervisor will:

- provide three seminal papers on the research topic to set the student in the right direction
- guide the student to develop the research question
- review the Capstone Project proposal and provide comments to the student on the content, feasibility, and his/her understanding of the proposal
- advise on data gathering, analysis, presentation, and publication (where applicable)
- support the writing of the Capstone Project and review final paper before it goes to committee
- review the final written paper, attend the private defense, and question the student in a closed examination to determine whether the student has achieved the goals of the Capstone Project and

¹ A Capstone Supervisor must be a regular faculty member at Notre Dame (T&R, Research, or SPF). Adjunct faculty may act as a Capstone Supervisor with approval from the Director of Global Health Training.

mastered the skills deemed necessary by the program to achieve a minimum grade of 'pass/80%' on both the paper and the oral defense²

Where fieldwork is concerned, the Capstone Supervisor will:

- liaise with the field site and coordinate site research and supervision
- provide input on budget preparation and other logistics
- ensure that all plans (e.g., housing, transportation, field work, and lab-based work) consider the safety of the student
- ensure student receives proper ethics approval/human subjects review and other necessary trainings (i.e., biosafety, etc.)

Role of the Capstone Committee

The Capstone Committee works with the Capstone Supervisor to support the student in the successful design and implementation of a Capstone Project and support their academic growth over the course of the year. The Capstone Committee will act with the Capstone Supervisor to:

- respond to in a timely manner and advise the student through periodic and timely (at least once per semester) meetings throughout the course of his/her research
- review the capstone proposal and provide comments to the student on the content, feasibility, and his/her understanding of the proposal - the proposal will be presented to the entire committee prior to approval and funding of the project
- review the final written paper, attend the private defense, and question the student in a closed examination to determine whether the student has achieved the goals of the Capstone Project and mastered the skills deemed necessary by the program to achieve a minimum grade of 'pass/80%' on both the paper and the oral defense

The Master of Science in Global Health Program Advisors and staff are available to support the faculty member and the student throughout the entire capstone process. Please do not hesitate to contact us.

Forming a Capstone Committee

The student will form his/her committee in consultation with the Capstone Supervisor and according to program process and criteria (see below). The committee should be chosen as early as possible in order for the student to advance their research project. The final committee must have approval of the program. Capstone Committee selection and process include:

- a. Submit a draft of proposed committee members in Capstone Seminar (Fall) for approval prior to formal request to committee members.
- b. The Capstone Committee will consist of three to four members. The committee must consist of the student's Capstone Supervisor and at least one additional Notre Dame faculty member. The third, and possibly fourth, member may be faculty or staff at ND, local partners who can participate in the defense, or be from elsewhere if they bring needed expertise.
- c. All members must represent research or technical specialties that are fundamental to the mentoring, design, and evaluation of a core component of the student's capstone research project. At a minimum, the committee should contain (1) a subject matter expert and (2) a methodology expert.

² A program representative will moderate each defense to facilitate fairness and consistency throughout the process. They may also substitute on a committee if necessary.

Creating a Capstone Project Proposal

The Project Proposal is a living document that is expected to evolve from a high level description of the research question and the proposed research (fall semester –see template below) to a more detailed plan that serves as a roadmap for the student’s research in the field (e.g., refined research question, research design, data analysis plan, challenges).

FALL SEMESTER

Students are required to submit a Capstone Project Proposal. With the input of their Capstone Supervisor and committee members, the student will write a proposal that describes the purpose of the study and the methods for accomplishing them. Detailed format instructions and guidance will be provided in the Capstone Seminar course in Fall.

This requirement helps ensure that the Capstone Project is informed by existing literature and knowledge and is based on sound and rigorous research methods. It also provides an important opportunity for the student to develop proposal development and research design skills under the guidance of faculty experts.

The proposal must be presented to, and approved by, the entire Capstone Committee (see below), in the context of a formal committee meeting.

SPRING SEMESTER

The student shall immediately schedule a second committee meeting to take place before March 1, 2019.

Based on the feedback provided at the fall committee meeting and further understanding of the project through literature review, discussions with the Capstone Supervisor and Committee, and partners in the field students will:

- update their Project Proposal
- prepare a budget, and
- prepare a detailed timeline (spring semester through graduation).

It is anticipated that the updated Project Proposal will have significantly more detail, especially in the methods and data analysis description sections. The above will be submitted and reviewed in the context of a second committee meeting. The student’s mid-term grade for Capstone Research course will be significantly based on the quality of these products. Student’s must receive a grade of B- or higher to advance from spring semester to implementing their project in the summer semester. A lower grade indicates that the student is not sufficiently prepared to advance to the next stage. Failure to proceed through this sequence may result in a student’s dismissal from the program as it demonstrates an inability to prepare for and execute a Capstone Project, which is key requirement for completion of the program.

Capstone Project Proposal Template/Guidance

Your Capstone Supervisor may require/request a variation of this template. Students should ensure that whatever structure chosen for their Project Proposal is approved by their Capstone Supervisor.

The suggested length of each section is highly variable, depending on the project and the stage of project development. In early stages of project development, students may have limited knowledge of, for example, Research Design and Methods. However, with time the students Project Proposal should evolve into a document with very specific detail, especially regarding plans for implementing the research and data analysis.

Write a Capstone project proposal that includes the following sections and headings (as appropriate). Pay attention to page/word limits for specific sections. Should be no longer than 10 pages, double-spaced with 1-inch margins, 12 pt font and Times New Roman. The number of pages are suggestions for early stage proposals. Include a title page (not part of the 10 pages) and page number on every page. Use APA Style.

Abstract – 1 paragraph

- Title of Proposal
- Abstract: in 150 words or less, address the problem statement, the significance, the objective and the methods. The abstract should read as an integrated single paragraph and should not directly repeat text in the proposal.

Introduction and Background – 2 to 3 pages

- This section sets the context for your proposed project and must capture the reader's interest.
- Explain the background of your study starting from a broad picture narrowing in on your research question. Consider what the literature is saying about the issue and what is researchable about the issue? What is the “hole” in the current research? What do we still need to know, or what health problem do we need to address in this program/proposal?
- Background leads the reader into the next section; sets the context

Statement of Need (Purpose) – 1 page

- Provide signal to reader by including direct language ... “The goal of this study is ...”
- Effective problem statements answer the question “Why does this research need to be conducted?”
- Objectives (Aims) and Hypothesis
 - Objectives: What activities will you undertake to achieve your goals?
 - Hypothesis and Expected Outcomes: As appropriate, address questions: what are your key deliverables and expected outcomes if your project is successful? What specific hypotheses will you test with the data you will be collecting?

Research Design – 1 – 2 pages

- Project background and context: Describe the larger project within which your proposal is nested
- Project site and study population: describe geographical and socioeconomic setting and include description of study participants if appropriate
- Research question(s): what is your guiding research question(s)?
- Research design: quantitative, qualitative, or mixed methods
- Research strategy: experimental, non-experimental, case study, narrative, etc.
- Research methods: survey, primary data collection, secondary data analysis, observation, focus groups, interviews, etc.
- Data Analysis: how will the data be analyzed?
- Sampling: describe sampling strategy and sample population if possible
- Other considerations as appropriate: instruments/tools, training and supervision, measures, pilot testing, field work, deliverables, or other aspects that you think are relevant for the reviewer. You may want to include a figure to represent project design.
- Timeline and progress benchmarks
- Feasibility: describe investigator experience, suitability of available resources, threats to validity and their resolution, potential problems and solutions
- Biosafety analysis: include an analysis of any biosafety procedures or concerns that are associated with the experimental design and how those concerns will be addressed

Significance – 1 to 2 paragraphs

- Try to incorporate: “The proposed research is important because ...”
- Explain who will benefit from the research
- Explain how they will benefit
- Explain how this project adds to the existing literature
- How will your study respond to the researchable problem?

Human Subjects and Ethical Considerations – 1 – 2 paragraphs

- Describe respondent burden, recruitment, how informed consent will be obtained and how data confidentiality will be maintained

Plan for Sharing Data and Communicating Research

- Describe the data sharing plan that has been agreed on with your partners
- Describe how and when you will communicate progress and results with all stakeholders (Transparency and Accountability)

References – 1 page

Using APA style formatting, list all references cited in the proposal

Research Approval

Presentation of Capstone Proposal

Each Capstone Project must be approved by the Capstone Supervisor and the Capstone Committee. The student will present their proposal to the full committee by the end of the fall semester. Any requested changes from the Committee must be made following the presentation and will be incorporated into the project moving forward. An updated Project Proposal that responds to the comments of the entire Capstone Committee is the primary basis for the student's Capstone Class mid-term grade, which is due on March 8, 2019. The mid-term grade will be used to establish the student's readiness to implement the Capstone Project.

Human Subjects Approval

Understanding the history and role of the Institutional Review Board and Human Subjects Committees is an important part of any research. All students are required to undergo human subjects training in the first semester through the Capstone Seminar class. The student should discuss IRB with their Capstone Supervisor early and plan to submit for research approval or exemption no later than February 2019. This is a requirement for all students – it is up to the IRB to determine if you are exempt or not. The student may not proceed with his/her research until approval is granted.

Foreign Review Board / Requirements

It is equally important that the student receive the proper research approval in the location of their study. The student should discuss this with the Capstone Supervisor early to determine whether a Human Subjects application needs to be filed with the partner organization, Ministry of Health, or other entity. This process is sometimes very lengthy, so discuss this early on so the local partner can interface with the foreign IRB.

Additional Research Compliance Approval

All other Notre Dame and Federal research compliance procedures must be followed. This includes animal research, export control, and biosafety. The student should discuss this with his/her Capstone Supervisor early to determine if other trainings or protocols must be conducted. All students are required to undergo biosafety training regardless of whether or not they will be working in a laboratory at ND or their research site. This will also be discussed in the Capstone Seminar Class.

Additional information can be found on the ND Office of Research website: <http://or.nd.edu/research-compliance/>

In addition to the above steps, students will submit a final proposal with a detailed budget in order to receive funding for their Capstone Project. Most funding is tied to the field placement, though some research costs may be approved for use earlier. The student should work with their Program Advisor if this is required.

Letter from Partner

Each student shall submit a letter from the in country partner that acknowledges the partner's responsibility to supervise the student while they are on the ground and assist to identify safe housing and transportation. A template will be provided. This letter must be shared with the program prior to the purchase of plane tickets.

Capstone Project Format

Written Paper

All students are required to submit a written paper and give an oral defense of their Capstone Project to the Master of Science in Global Health program and to their Capstone Committee after completing their research. The student also has the obligation to share the work with local partners. The Capstone Supervisor and student should discuss the best way to do so. Additionally, students may want to identify a target journal for publication of his or her final Capstone paper (see below).

The final paper will be assessed on its merit as a scientific paper. The Capstone paper should be a minimum of 30 pages and must have the following sections:

- I. Title page
- II. Abstract
- III. Introduction
- IV. Methods
- V. Results
- VI. Discussion
- VII. References

Appendix: Data sharing and Communication plan

All papers must follow APA 6th edition style. Format and style expectations will be covered in detail in the Capstone classes. Resources include: <https://owl.english.purdue.edu/owl/resource/560/01/> and <http://www.apastyle.org/>

A draft should be submitted to the entire committee according to the agreed schedule (typically, 2 weeks prior to the final draft due date).

The Capstone Project paper must be submitted to the Capstone Committee one week (7 days), Program Advisor, and Program Coordinator prior to the student's scheduled oral defense. Students should work closely with their Capstone Supervisor throughout the process to ensure they meet the required deadlines.

Scientific Journal Submission

Working with the Capstone Supervisor, students may identify a peer-reviewed journal that would be appropriate for their Capstone Project. It is likely that the student will need to work with their supervisor after graduation in order to publish. The student and Capstone Supervisor should reach an agreement about who will take responsibility for the multitude of details that have to be addressed before and after submission in order to achieve publication. Further, decisions must be made about the identities and listing order of co-authors. Co-authors on a publication usually include others who made a "meaningful scientific contribution" to the work.

Everyone benefits when a student's Capstone Project is published. Submission and response to reviewer comments can take several months, but the benefit of publication is clear:

- The work becomes known to colleagues, which builds the student's reputation and resume
- The global health field benefits from the dissemination of the results to other interested professionals for purposes of building future research and replication of results
- There is an ethical responsibility to publish the work and communicate the issues raised by participants to help their voices be heard

Committee members benefit in several ways. First, the collaborative work is communicated and future researchers can build upon this work. Second, committee members may be credited for authorship on publications and recognized for their contributions.

Pre-Defense

Students shall clearly communicate their expected timeline for submitting drafts and the final paper for grading to all of their committee members. Final papers are expected to be submitted to the committee one week prior to the defense. Committee members may make an exception, only upon request and with unanimous approval of the entire committee. The student shall keep this process documented. Committee members shall score the final paper, prior to the oral defense. There will be an opportunity to discuss the scores and adjust accordingly, following the oral defense.

Defense

A program representative will moderate each defense, ensuring that the defenses run smoothly and consistently. All scoring members must be present in person or via web conference/phone. Each student will be allotted 30 minutes for his/her oral presentation followed by a 30-minute question and answer period. The student will then be asked to leave the room for deliberation by the Capstone Committee. The Committee will deliberate on the student's written and oral performance according to the grading rubric (reviewed in Capstone Seminar). The Committee will assign a score, give feedback, and request any necessary revisions. The paper and oral presentation will be assessed individually and a student must pass both the written and oral components to pass the Capstone Project. Once the defenses are scheduled, the student must get approval from the Director of Global Health training to reschedule.

Revisions

If a student passes, but needs to make written revisions, they must do so in the given time agreed upon after the defense and send the revised paper to their Capstone Supervisor, Program Advisor, and Program Coordinator or the entire Capstone Committee, as directed during the defense. The Supervisor will inform the program as to whether the new submission meets the required revisions. If there is a need for revisions to the presentation, another defense date will be scheduled.

If a student receives a grade of 'fail' on either component, written revisions and presentation revisions will be required. These must be completed in the required time and sent to the entire Committee. The paper will be rescored, but the grade will be capped at 80%. If this is achieved, the student will pass the defense and it is likely they will graduate on time.

In rare cases, the Committee may determine that significant revisions are necessary and the student cannot complete them within the available time. In this circumstance, and only in accordance with Graduate School guidelines, the student may take an 'Incomplete' for the Capstone Field Research Class and would be given an additional 30 days to complete the work. In accordance with Graduate School guideline, this may require enrolling for a course in the fall semester.

The timeline and details of revisions will be discussed with each individual at the end of their defense.

Master of Science in Global Health Program Requirements for Completion of a Capstone Project

The student must work with their Program Advisor and Capstone Supervisor to ensure these requirements are met according to a schedule that is consistent with completing the program in the targeted 1-year timeframe.

1. Capstone Proposal: This must be submitted to Capstone Committee and Program Advisor.
2. Presentation of Proposal to Capstone Committee: Program Advisor will be present to moderate presentation and capture comments from the committee. The entire committee must sign off on the project.
3. Revised Capstone Proposal (to include data analysis plan) and Budget and timeline (these are essentially the remaining sections of the proposal that were submitted for approval earlier and must be submitted to program for travel award approval)
4. IRB Approval or Exemption: An official approval or exemption must be attained through the Notre Dame Office of Research. Additionally, there are likely local research approvals you must obtain at your field research site. You must work with your Capstone Supervisor to meet these requirements.
5. Letter of Support from site partner: This may be required for your IRB application, but you must also submit a copy to the program.
6. Travel Requirements: The Capstone Manual outlines these requirements and the deadlines by which they must be finished in order to receive the travel award.
7. Capstone Project Forms³: These must be submitted to the program throughout the year in accordance with the activities they cover (suggested timeline below). See Appendix A for required forms.
8. Capstone Paper and Oral Defense: Each student must successfully pass both the written and oral components of their Capstone Defense. Details are outlined in the Capstone Manual.

Recommended timeline for Master of Science in Global Health Capstone Project for 2018/19

Fall Semester

August/Sept 2018	Meet with Program Advisors to discuss Capstone Projects. Student pursues recommendations for a Capstone Supervisor and Project.
Sept 14, 2018	Submit Capstone Project and Supervisor Commitment Form electronically to Kim Bogold (Program Coordinator), Program Advisor and Capstone Supervisor.
September 28, 2018	Submit Draft of Capstone Committee Members Form electronically to Dr. Beidinger (Capstone Class Instructor); Capstone Supervisor, Program Advisor and Kim Bogold.
October 15, 2018	Submit Final Capstone Committee Members form electronically to Dr. Beidinger, Capstone Supervisor, Program Advisor and Kim Bogold.
November 1, 2018	Schedule your 1st Project Proposal Committee meeting with your Capstone Supervisor, Program Advisor, and Committee members. You may use the conference room in 923 Flanner Hall for the meeting. Please schedule room with Kim Bogold. Committee Meeting is to take place before December 14, 2018.
November 9, 2018	Submit Literature Review (Assignment in Capstone Class) to Dr. Beidinger and Capstone Supervisor.
November 30, 2018	Submit Capstone Project proposal to Capstone Supervisor, Committee, and Program Advisor at least one week before Committee meeting.
By Dec 14, 2018	Present Project Proposal at Committee meeting. Capstone Supervisor completes Project Proposal feedback form at the end of the presentation and leaves a copy with Kim Bogold, the student, the supervisor and each committee member. (Recall that the mid-term spring semester capstone class grade is significantly based on progress to respond to this feedback.)
Winter Break	Continue review of the literature and update the literature review accordingly, revise Project Proposal with feedback from the Committee.

Spring Semester

Early Spring Semester	Continue to make updates as needed to the Proposal. Early submission of IRB is critical, especially if approval is needed from IRB in partner country. Prepare a detailed timeline with your Supervisor for development of Capstone Project and Proposal. To include timeline for submitting documents to Committee Members.
January 21, 2019	Schedule your 2nd Project Proposal Committee meeting with your Capstone Supervisor, Program Advisor, and Committee members. You may use the conference room in 923 Flanner Hall for the meeting. Please schedule room with Kim Bogold. This must take place before March 1, 2019.

February 2019	Draft Introduction and Methods sections of final paper. Submit drafts to Capstone Supervisor and Committee members for feedback.
February 22, 2019	Submit updated Project Proposal, Budget and Detailed Timeline to Capstone Supervisor, Program Advisor, and Kim Bogold. Your midterm grade for Capstone class will largely be based on your updated Project Proposal.
By March 1, 2019	Present updated Project Proposal at Proposal Committee meeting.
March 8, 2019	Capstone Supervisor submits mid-term grade for Capstone Research Class to Instructor (Michelle Ngai).
March 29, 2019	Deadline for travel requirements (letter of commitment from partner, immunizations, insurance, travel registration and forms, plane ticket, etc.).
April 2019	Focus on any necessary IRB revisions, data analysis plan revisions, and general preparation for departure. Student should update timeline to include very specific details leading up to defense and share that timeline with their capstone supervisor and committee members.
May/June 2019	Depart for the field at the beginning of the May, return by June 17. Submit weekly journals to Program Advisor. May also be sent to Capstone Supervisor at student's discretion.
By May 31, 2019	Update the Introduction and Methods sections of final paper (this should be done continuously until submission of final paper).

Summer Semester

By June 17, 2019	Return to campus. Class meetings (June 18, 20, 25, 27). Finish analyzing data/writing up project.
By June 24, 2019	Submit draft of Capstone Paper to Capstone Supervisor and Committee members (exact date determined by timeline previously approved by Capstone Supervisor). One week prior to defense submit final Capstone Paper to Capstone Supervisor, Committee Members, Program Supervisor, and Kim Bogold.
July 8 – 26, 2019	Students are required to be on campus for the month of July Defenses and revisions scheduled in two week time period, July 8 - 19. Students should be prepared to work on revisions leading up to and potentially through the last week of July. Each student is required to give a public presentation on his/her capstone project at the MS in Global Health Capstone Forum on July 26.
Graduate July 27	

* Please note that these are recommended dates.

Field Work

Field Placement Goals and General Guidelines

The field placement is an integral part of the Capstone Project and the students' overall academic experience. It is an opportunity to apply classroom learning to real global health challenges. Students learn firsthand many of the challenges to working in global health and experience the context within which global health practice occurs. The field placement may be domestic or international.

Goals and Objectives

The overarching goal of the field placement is to provide students an opportunity to deepen their learning in a particular area of interest, expand their practical experience in global health, learn from partners in the field, and contribute new knowledge to global health challenges.

Students will learn to:

1. Design and implement a research project in collaboration with faculty and other partners in a global health setting.
2. Exhibit values and communication skills that demonstrate respect for, and awareness of, the unique cultures, values, roles/responsibilities, and expertise represented by diverse stakeholders.
3. Recognize social and environmental determinants of health
4. Learn from partners, acknowledging their own limitations in skills, knowledge, and abilities, as well as share knowledge with partners.
5. Resolve common ethical issues and challenges that arise when working within diverse economic, political, and cultural contexts, as well as when working with vulnerable populations and in low-resource settings.
6. Apply principles of transparency and accountability with all stakeholders regarding research process, results, and outcomes.
7. Demonstrate leadership and strong interpersonal skills in a different cultural setting.

Guidelines for Students⁴

Students themselves play an important role in the quality of global health experiences. It is essential that they understand their responsibility in this regard, not only to ensure their personal experience is a good one, but that their actions and behaviors can have far-reaching and important implications. To help meet such responsibilities, we recommend that students do the following:

1. Recognize that the primary purpose of the experience is global health learning and appropriately supervised service. The training experience should be tailored so that the burden to the host is minimized and project output is maximized.
2. Communicate with their local supervisor through official channels regarding goals and expectations for the experience before the experience and maintain communication with supervisors (both local and back at ND) throughout the experience.
3. Learn socio-cultural, political, and historical aspects of the host community and learn at least some of the local language (greetings, courtesies, etc.).
4. Seek to acquire knowledge and learn new skills with appropriate training and supervision, but be cognizant and respectful of their current capability and level of training.
5. Participate in the process of communicating to local partners about their level of training and experience so that appropriate activities are assigned and community well-being is not compromised.
6. Recognize and respect divergent diagnostic and treatment paradigms.

⁴ Adapted from Crump, J.A. et al. (2010). Global Health Training: Ethics and Best Practice Guidelines for Training Experiences in Global Health. *American Journal of Tropical Medicine and Hygiene* 83(6), pp. 1178-1182

7. Demonstrate cultural competency (e.g., personal dress, patient privacy, culturally appropriate and inappropriate gestures, gender issues, traditional beliefs about health, truth telling, social media) and engage in appropriate discussions about different perspectives and approaches.
8. Take measures to ensure personal safety and health.
9. Meet licensing standards, visa policies, research ethics review, training on privacy and security of patient information, and other host and sending country requirements.
10. Follow accepted international guidelines regarding the donation of medications, technology, and supplies.
11. If research is planned as part of the training experience, develop the research plan early and in consultation with mentors, focus on research themes of interest and relevance to the host, understand and follow all research procedures of the host and sending institution, obtain ethics committee approval for the research before initiation of research, and receive appropriate training in research ethics.
12. Follow international standards for authorship of publications emanating from the global health experiences and discuss these issues and plans for presentations early in collaborations.
13. When requested, be willing to share feedback on training experiences and follow-up information on career progression.

This section of the manual contains information that will explain program and University requirements with regard to your global health field experience. It provides an overview of important travel, health, and safety concerns. Additionally, there are numerous resources available to you – take advantage of them. Seek out people who have traveled to your destination country (or who are from there), resource books, and learn some of the local language. Equipping yourself with knowledge about your partner community will help you make the most of your field experience.

Travel Awards

The Master of Science in Global Health program will help facilitate the research and field components of the Capstone Project by providing a Travel Award. To apply for these funds, a student must develop a comprehensive proposal and budget for approval by the program. You will be given a budget template and instructions in Capstone Research class. Final award amounts will be based on the approved budget and will be issued in April/May 2019. Once the budget has been approved and the travel award has been made, students are not eligible for further funding. Your award falls under the category of ‘Fellowship, Scholarship, Award and Special Payment Recipients’ at the University. Please see the letter on the next page to understand the tax implications of this.

As part of your travel award you are required to meet the following guidelines:

- Register and receive approval through the Notre Dame International travel registry (below).
- Work with the Global Health Training Coordinator to purchase your ticket through Anthony Travel by the required deadline.
- Submit an expense report to the Global Health Training Coordinator upon return. You will be given an expense reporting template and instructions in Capstone Research class.
- Submit a weekly journal while at field site. You will be given instructions in Capstone Research class.
- Submit 5-10 high quality photos (with description) to be used for Eck Institute for Global Health publications.
- Submit site recommendation and evaluation forms upon return.



To our Fellowship, Scholarship, Award and Special Payment Recipients:

I am writing you this letter to help you understand the potential tax consequences of your recent payment. The taxability of these monies depends on how you use the enclosed payment amount. "Qualified" scholarships, fellowships or awards payments are not considered taxable income when used by the recipient for 'qualified tuition and related expenses'. Since it is possible that your award will be used for these purposes, the IRS does not require the University to either withhold income tax from the payment or report the payment to you on Form 1099-MISC at the end of this calendar year.

'Qualified tuition and related expenses' generally represents tuition and fees required to enroll or attend a college or university, or fees, books, supplies or equipment required for courses at that school. Any portion of your award used for other types of expenses, such as room and board, travel costs, or other living expenses which are 'non-qualified' is considered taxable income. Typically, stipends awarded for living or travel expense will be taxable. In addition, if the University directly or indirectly pays any other expenses related to this award on your behalf (such as transportation, rent, or other living expenses), these would be considered taxable income as well.

For example, if you receive a \$1,000 award, and spend \$700 on tuition and \$300 on room and board, you would be expected to self-report \$300 as taxable income on your personal income tax return at the end of the year (even though Notre Dame is not sending you a W-2 or Form 1099). If you expect that a portion of this award will be taxable, you should consider consulting with your tax preparer to determine both the taxable portion of the award, and also if it is necessary to make federal and/or state estimated tax payments (which would be due on April 15, June 15, September 15, and January 15 annually).

Finally, if you are a foreign national who is considered a nonresident alien for tax purposes, the University will typically be required to withhold federal and state income tax from our payment to you and to report this payment at year-end on Form 1042-S.

Although the University is unable to provide personal income tax advice, please feel free to contact me (phone-574-631-3288 or email at rklee@nd.edu) if you have any additional questions regarding the taxable nature of this payment.

Sincerely,



Richard F. Klee Jr., CPA
Tax Director

More information may be found at <http://controller.nd.edu>

Notre Dame Travel Registry Instructions

You are required to register international travel with the University through the travel registry (<http://international.nd.edu/travel/travel-registry/>). Master of Science in Global Health students are required to complete their travel registration and purchase a plane ticket by April 1, 2019. The travel award will not be released until registration is complete.

Through the ND Travel Registry, you will be required to fill in information about your program-sponsored travel. You will be prompted with questions regarding your sponsoring source and contact, purpose of travel, university affiliation, travel plans, and in country contact information.

From the ND International website, you can also link to the **Notre Dame Travel Guide** <https://ndtravelguide.wordpress.com/>. This is a blog where ND students are encouraged to share travel information with one another. You may find helpful information here for your own travels or you may want to contribute your own advice once you return from your capstone experience.

Travel Considerations

Careful planning for the logistics of your trip abroad – both project plans as well as personal plans – will help ensure the success of your field experience. Travel logistics, including travel arrangements, housing, finances, communication and language, health and safety, and even packing are important to plan for early. Logistical considerations vary according to project type and location, so please use these recommendations with your specific situation in mind.

You may undertake some sight-seeing in the country you are based in. You must consider the security of the places you plan to visit, the cost, the time, and all of the logistics very carefully. You must keep your Program Advisor and in-country supervisor informed of where you can be found at all times. In case of an emergency in your country, the program needs to be able to quickly locate you and take appropriate measures. You should confer with people at your research site, regarding your plans and safety. Also be aware that certain infectious diseases may not be present in your work site that are present in other parts of the country and precautions must be taken accordingly.

Traveling to a different country is not encouraged. You must receive approval from your in-country supervisor and Dr. Taylor. This procedure has been put into place for your safety, in the event of an emergency. If approved, please remember to register your trip with NDI as well.

Passports and Visas

If you do not already have a passport, apply for a passport as early as possible. The U.S. State Department (http://travel.state.gov/passport/passport_1738.html) has information on costs, processing timelines, filing requirements, and FAQs for U.S. passports. Passport applications and renewals can be submitted at the U.S. Post Office on campus.

It is the responsibility of the student to be aware of visa entry and exit requirements for the country of travel.

Determine what requirements are needed as soon as a field site has been selected as these documents can take weeks or even months to secure. Visit this website to determine visa requirements and contact the in-country partner to see if additional permits or documentation are needed during the field research:

<http://www.travel.state.gov/visa/>

Country specific information is available on the website for every country in the world. These pages include information about visa requirements, but also locations of the U.S. embassy or consulate in the subject country, unusual immigration practices, health conditions, minor political disturbances, unusual currency and entry regulations, crime and security information and drug penalties.

Another useful resource for foreign embassies in the U.S. is: <http://www.embassy.org/embassies/>

Citizens of nations other than the U.S. should contact the embassy of the host country to learn the proper protocol necessary to obtain a visa.

Purchasing Your Plane Ticket

All Capstone Project related travel must be arranged through Anthony Travel, the University-approved travel agency. Anthony Travel provides additional services that are helpful with international travel including helping rebook flights if a connection is missed or a flight is cancelled.

Unless otherwise noted, the Travel Award will cover the cost of a round-trip ticket from the initial city/airport of departure, to the site placement, and back to original point of departure. Additional fees, transportation, and hotel as a result of flight changes or missing connections; baggage fees; difference in airfare resulting in non-round trip travel; local/within site country travel; and extraneous travel are the expense of the students.

It is important to discuss and confirm dates and travel plans with the Capstone Supervisor and host institution at your site. The student is responsible for ensuring that travel arrangements are confirmed by April 1, 2019. Any delays in confirmation of travel plans may be expensed to the student.

Confirming Travel Plans

Student should take the following steps (along with any other necessary steps specific to your site) to confirm travel plans.

1. Discuss with Capstone Supervisor and host institution and decide on preferred range of dates.
2. Contact the Global Health Training Coordinator with the details of your travel in March 2019. You will need to provide your name as it appears on your passport, your date of birth, seating preference, frequent flyer number, and cell phone number. The Global Health Training Coordinator will work with the travel agent to create proposed itineraries, which will be shared with the student for approval. **Travel agent contact information is:** Marcia Fewell, phone 574-284-4758 or email marciafewell@anthonytravel.com
3. Fill out and return the Travel Form to the Global Health Training Coordinator as soon as dates are confirmed with a copy of the inside photo pages of your passport.
4. Complete the ND Travel Registry by April 1, 2019.

Tips for Packing⁵

Clothing

What clothing to pack will depend upon the climate and season of the location, as well as the setting in which you will be working. You should learn this information before attempting to pack. Consider that you will need some professional clothes as well as casual clothing. Be aware of any cultural expectations of your clothing as well.

First Aid Kit

University Health Services may provide you with a basic first aid kit for your trip. You may wish to take additional items, and of course, any regular medications you are on. Bring proper documentation of medications you take regularly to avoid any issues while traveling.

Food

Most places will have wonderful food to try, however taking a few food items to help adjust before beginning to try the local food may be a good idea. Snacks may not be readily available so items such as granola bars may be convenient to pack.

Project Supplies

Depending on your project, you may need to pack some research supplies. You will likely want to bring such items as: laptop, flash drive, recorder, etc. Discuss necessary items with your Capstone Supervisor early so that you can ensure you have what you need to conduct your research.

⁵ Suggestions from previous Master of Science in Global Health students

Miscellaneous

The following is a list of items that may come in handy throughout the duration of the trip:

Batteries, flashlight, umbrella (small travel size), local guidebook, entertainment (books, games, etc.), and climate appropriate accessories. Don't forget your insect repellent and other safety items!

Further advice on packing should be discussed with the Capstone Supervisor and Committee.

Travel Safety Information

The **US Department of State** (<http://www.state.gov/r/pa/ei/bgn/>) provides background notes on all countries through the link listed above. Please visit the Department of State site to access country specific information including facts about the land, people, history, government, political conditions, economy, and foreign relations of independent states, some dependencies, and areas of special sovereignty. Free email updates for the country at the above noted link are available.

The State Department's Office of American Citizens Services and Crisis Management (ACS) administers the Consular Information Program, which informs the public of conditions abroad that may affect their safety and security. Please visit http://travel.state.gov/travel/travel_1744.html for country specific information. Travel Alerts and Travel Warnings are vital parts of this program. Their main page contains a great deal of information that might be helpful.

As part of the Notre Dame International Travel Registry, you are instructed to register for the [Smart Traveler Enrollment Program \(STEP\)](https://step.state.gov/step/) through the US Department of State: <https://step.state.gov/step/>. Always use best judgment regarding safety. Discuss safety with your Capstone Supervisor, the in-country partners and hosts to be aware of any general safety concerns. Also be sure to register with the nearest U.S. Embassy office in the host country. By doing so, each student is on a list of people the Embassy contacts if there are anticipated challenges.

Communications

Students may wish to purchase a phone locally to maintain communication with the in-country partners as well as stay connected back at home. This is often a low cost investment. Discuss with the site supervisor to determine if this is necessary. You will likely have some access to internet to stay connected as well. Communication expenses may be included in your budget. You should arrange with your Program Advisor and Capstone Supervisor, prior to departure, how you will communicate.

General Safety Tips

Dangers exist anywhere. Problems can occur if and when you fail to take the same precautions abroad as they would at home. The best way to maximize your personal safety while studying abroad is to be aware of conditions that affect safety in your host country and then adjust your behavior so that you take the necessary and normal safety measures.

Your behavior is important to your safety. Don't underestimate how important it is to just pay attention to this. Here are some tips that may seem like no-brainers, but that you should deliberately pay attention to:

- Be aware of your surroundings at all times. Don't wander through unfamiliar areas alone and always remain alert.
- Do not go out alone at night. Even when you're with friends, stick to well-lit streets where there are a lot of people.
- Don't take expensive items with you. Don't flash jewelry or electronic equipment.
- Use caution when walking or jogging. Drivers may drive on the opposite side of the road and may not expect anyone to be running along the road. Seek advice as to when and where you should exercise.
- Remain alert when walking. Before crossing streets, remember to look both ways; traffic might be coming from the opposite direction from what you would expect. Also keep in mind that pedestrians may not be given the right of way.

- Be careful with alcohol. If you drink, make sure it is only with people you know and trust and designate one person to remain sober. As in the United States, never drink and drive.
- Don't attract attention to yourself with provocative or expensive clothing or boisterous conversation in public. Observe behavior of your local colleagues and try not to deviate from that.
- Before you travel from your program site, find out what methods of transportation are safest and whether any roads should be avoided.
- Read the local papers to have a general sense of what is going on in the country. It might help to find out where high crime areas are and whether civil unrest is brewing.
- Stay away from demonstrations or any kind of civil disturbances. Even innocent bystanders can be hurt or arrested.
- Protect your passport. Keep it with you, in a front pocket or your purse. Be careful when displaying it.
- In general, avoid very crowded places and being engulfed in a crowd. These are popular target areas for pickpockets.
- Seek advice and defer to your in country partners when confronted with a situation in which your help is requested.
- Always talk to your local supervisor and colleagues about any safety concerns you have. These are your best resources for knowing how to effectively deal with any issues that you may encounter.

ND OIT Security Recommendations for International Travel

Overview

University faculty, staff, and students, who travel internationally with laptops, phones, and other mobile devices, are subject to many risks. Please use these recommendations as a guide to reduce the risks associated with traveling with these devices, namely that of loss, seizure, or tampering. If you have any questions regarding these recommendations or where you are traveling, please contact infosec@nd.edu.

General Recommendations

1. Configure a password to login to any devices you are taking. A password prevents others from accessing your data if your device is lost or stolen.
2. Practice safe data handling:
 - a. DO NOT store sensitive data, e.g., social security numbers, FERPA data, credit card numbers, on any devices you are taking with you.
 - b. DO NOT copy sensitive data to memory sticks or other easily lost media.
 - c. DO store data that you need for your trip in a Notre Dame Box account or on Notre Dame's network. You can access your files stored on Notre Dame's network and other campus resources through the Notre Dame VPN at vpnaccess.nd.edu.
3. Encrypt your devices to protect your data. Most staff laptops are already configured with device level encryption. However, check that the countries you are traveling to allow device encryption, e.g., China generally does not allow encrypted devices for travelers.
4. Upon your return, immediately change your NetID password and the passwords of any accounts used while abroad.
5. For additional information, please consult the following FBI advisory: <http://www.fbi.gov/about-us/investigate/counterintelligence/business-travel-brochure>

Security Checks

Sometimes airport or other security officers will ask you to start your device to prove that it works. Comply by starting your system and entering the password yourself. If the security officer wants you to give them the password, state that it is University policy to **NOT** share passwords. If they require that you provide the password to them, give them the password, and change immediately following the event or as soon as possible.

Travel to China, Russia, and Other High-Risk Countries

Traveling with IT devices to some countries, most notably China and Russia, is considered high risk. The U.S. government has issued several advisories that travelers be aware that they could be targets of espionage activities when visiting these countries. Travelers are strongly encouraged to follow these recommendations:

1. Take a loaner laptop and phone. DO NOT travel with your own mobile devices as there is a high probability that they will be subject to compromise and tampering.
2. Traveling with encrypted devices:
 - a) DO NOT travel with encrypted devices to China unless you have advance approval. China severely restricts the import of unapproved encryption. If you attempt to cross the border with an encrypted device, you may be asked for the decryption key or your device may be confiscated.
 - b) The U.S. government prohibits traveling with encrypted devices to countries that are considered to support terrorism, namely Cuba, Iran, North Korea, Sudan, and Syria. DO NOT bring encrypted devices to these countries.
 - c) Additional information by country can be found at this website: <http://www.cryptolaw.org>

Additional Recommendations

1. Set Wi-Fi to “do not automatically connect to Wi-Fi” on all devices capable of wireless connections.
2. **DO NOT** update your computer while connected to a public or hotel wireless network.
3. Disable Bluetooth on your laptop, mobile phone, and other devices.
4. Set your mobile device to be wiped after 10 login attempts. Backup your device before traveling in case your device is wiped.

Resources:

Notre Dame VPN: <https://vpnaccess.nd.edu>

File storage: <https://box.nd.edu>

Laptop rental from OIT Service Center: <http://oit.nd.edu/computer-service-center/computer-rental>

U.S. Government References:

<http://www.fbi.gov/about-us/investigate/counterintelligence/business-travel-brochure>

http://www.ncix.gov/publications/reports/fecie_all/Foreign_Economic_Collection_2011.pdf

Crisis Management Plan

This plan is intended to assist Master of Science in Global Health students, staff, and faculty when emergency situations occur. This plan provides a framework for contingency planning and response, and defines the communication network to be used in an emergency. Below is a summary. If you'd like more information, please contact the Global Health Training Coordinator in 923 Flanner Hall.

Emergency situations under which this policy might be invoked include but are not limited to:

- Serious physical injury or illness (Including drug overdose and mental illness)
- Detainment, kidnapping, or missing person
- Robbery, mugging, or sexual assault
- Arrest of program participant
- Large scale natural or human-made disaster
- Decision to suspend program or evacuate participants (terrorism, civil/political unrest, or disaster)
- Pandemic outbreak/contagious illness
- Fatality

Preparing for an Emergency

The pre-departure preparation you receive should equip you to think and act quickly in emergency situations. The forms you will fill out will provide the program with important information to help us respond quickly and contact

the appropriate people in an emergency situation. Please utilize the emergency contact card to keep with you in the field at all times. Keep yourself aware of possible crises in your country by following the State Department and STEP Notifications systems to learn about any changing political, health, and weather warnings in the area.

Responding to an Emergency

Students should always ensure their immediate safety and health where possible. This may mean seeking medical attention or help from the U.S. embassy or consulate in the country. Your in-country hosts will be your first point of contact for any emergency situation.

Think Local

- On-the-ground connections are the quickest and most effective. Use your completed emergency card or [INDCASE card](#).
- **Local Emergency Contacts by Country:** This chart links to **911 equivalents for most countries**.
- Contact the **U.S. Department of State** or your home country's embassy/consulate. They are essential contacts in lost passport, detention, or volatile political situations. Pay particular attention to your [STEP notifications](#) and remain attentive to news sources.

Think Outside

- Contact [GeoBlue](#) to identify local resources: +1 310-553-8383 (you may call collect)
- Contact the emergency point of contact for your program (Dr. Taylor or Professor Beidinger)

Think ND

- **Notre Dame International Emergency Line:** +1 574-339-6154; texts and iMessages accepted
- **Notre Dame Security Police:** +1 574-631-5555; Available 24/7/365
When calling for assistance from international locations, please provide:
 - Your name
 - Return contact information and country location
 - ND organization hosting your travel
 - Name(s) of persons involved in the emergency
 - Description of emergency
 - Actions taken and assistance needed**Email:** sos@nd.edu
- **For Sexual Assaults, Heather Ryan**, Deputy Title IX Coordinator should be notified (574) 631-7728
titleix.nd.edu

Incident Report Form

In the case of any incidents while traveling, please fill out the Incident Report Form. This form should be used to report any incidents involving bodily harm or injury, the threat of bodily harm, or verbal or physical harassment. This serves as a formal report for the program and should be completed after crisis management steps have been taken. This information is intended for use by the Eck Institute for Global Health's Master of Science in Global Health program and will be kept confidential.

Important Contact List

GeoBlue	+1-610-254-8771	globalhealth@geo-blue.com
Aetna/On Call insurance (direct):	+1-800-575-5014 or +1-603-328-1926	
Notre Dame Aetna/On Call insurance contact: Connie Morrow	+1-574-631-1882	cmorrow@nd.edu
Director of Global Health Training: Katherine Taylor	+1-574-631-1029 or +1-301-775-7392	Katherine.A.Taylor.192@nd.edu
Assistant Professor: Dr. Heidi Beidinger	+1-574-631-7636 or +1-574-220-7932	hbeiding@nd.edu
Assistant Professor: Dr. Michelle Ngai	+1-574-631-3811 or +1-574-807-1908	mngai@nd.edu
Global Health Training Coordinator: Kim Bogold	+1-574-631-2171 or +1-574-208-7310	ghms@nd.edu
Host Organization Numbers: (Student to fill in)		
Embassy/Consulate Contact Number (Student to fill in)		
Country Emergency Number (i.e., 911 in USA) (Student to fill in)		

Health Information

As part of your travel preparation, University Health Services (UHS) will be providing an overview on health concerns and preventive measures you should take while traveling abroad. Additionally, each student traveling internationally must see a physician at UHS to review personal immunization history and the necessary immunizations you will need for your destination country and to ensure you are prepared for your travel. Vaccinations needed for international travel can be obtained through UHS.

Please contact University Health Services (574-631-0616) no later than February 1st, 2019, to set a travel health appointment. The physician will provide you with several resources to prepare you for your international travel.

In addition, please visit the **Centers for Disease Control and Prevention** travel website for health information on the country you are visiting: <http://wwwnc.cdc.gov/travel/>. CDC Travelers' Health offers information to assist travelers and their health-care providers in deciding the vaccines, medications, and other measures necessary to prevent illness and injury during international travel. This is a great resource!

Travel Health Insurance and Evacuation Insurance

All students are required to have international health and emergency evacuation insurance during the field experience. You must acquire international insurance coverage through the University of Notre Dame's recommended GeoBlue insurance carrier (www.geobluestudents.com). Medical evacuation insurance is included in this coverage. The student is responsible for purchasing this on your own and providing proof of insurance to the program. The University of Notre Dame has a policy with GeoBlue and you will need this policy number to purchase your insurance. Because of the University's contract with GeoBlue, you will not be able to do this until April 2019. You will receive specific instructions in class on how and when to proceed with purchasing your GeoBlue insurance.

If your international travel is covered by another insurance you would prefer to stay with, please set up a meeting with your Program Advisor to discuss.

Personal Health and Medical Information Form

In order to allow the University to provide appropriate assistance to you during your field experience, it is important that we be aware of any medical or emotional conditions, past or current, that might influence your ability to live and travel abroad for 6-8 weeks. This information will be kept confidential as provided herein by the University and the host institution. It will not be used to prevent you from participating in the program unless your treating health care provider deems you unfit to participate or unless your participation would require the University to fundamentally alter an academic program or take unreasonable steps to accommodate your condition. Disclosure of the requested information is intended to ensure that your needs are being attended to and to create a positive and healthy experience. You must fill out the "Personal Health & Medical Information Form" and turn in by **April 1, 2019**.

Post Capstone Feedback

The Master of Science in Global Health Program seeks to constantly improve. Every year, we rely upon the students to give us feedback on their Capstone experience so that we may identify successful areas in a given year, and needed improvements for future students and projects.

When you return from your Capstone, you will be asked to fill out the following post-Capstone forms and turn to your Program Advisor.

Site Specific Recommendations for Future Students

The Master of Science in Global Health program supports long-term partnerships and seeks to engage students in research at the same sites year after year, if possible and beneficial. There are many aspects of the Capstone Project that cannot be understood by reading a student's final project. To help future students prepare for research at a given field site, please fill out this form as completely and honestly as possible.

Capstone Site Evaluation Form

Please use this form to evaluate your experience at your Capstone site. Your honest responses will help the Master of Science in Global Health program to understand and assess our site partnerships and address any areas of concern with a given site.

Student Performance Evaluation Form

This form is to be filled out by your Capstone Site Supervisor. Your Capstone Supervisor may send it to them directly or instruct you to have your site supervisor complete it.

Academic Policies

Academic Code of the Graduate School

Please read the Academic Code of the Graduate School. This can be found at:

https://graduateschool.nd.edu/assets/72055/academic_code_for_current_students.pdfhttps://graduateschool.nd.edu/assets/72055/academic_code_for_current_students.pdf

The Master of Science in Global Health program adheres to these guidelines, with the exception of a few differing policies that are outlined in this handbook. Due to the short and intense nature of our program, certain policies may be less lenient than Graduate School policies.

- A. **Degree Eligibility.** Failure to complete all requirements for the master's degree within three years results in forfeiture of degree eligibility.
- B. **Admission to Candidacy.** Students formally apply for admission to candidacy for the Master of Science in Global Health degree by submitting an application to the Graduate School office. Admission to candidacy is a prerequisite to receiving any graduate degree at the University of Notre Dame. Forms will be provided to Master of Science in Global Health students during the summer semester, and the deadline for submission of forms will be published in the Graduate School Calendar.
- C. **Enrollment.** We expect students in our program to be enrolled full-time for two regular (Fall and Spring) and one Summer semesters. There is no provision for non-consecutive study towards the Master of Science other than through a leave of absence.
- D. **Maximum Course Load.** During each semester of the academic year, a graduate student should not register for more than 15 credit hours (this includes both graduate level courses, i.e., the 60000 through 90000-level courses and undergraduate level classes). In the summer session, a graduate student should not register for more than 10 credit hours. Any exceptions to this rule must be approved by the Program Advisor.
- E. **Grades.** Master of Science in Global Health students must maintain a 3.0 or "B" average on the University of Notre Dame's 4.0 grading scale. A student with a GPA below 3.0 at the end of the fall semester will be placed on academic probation. A student with a GPA below 2.0 at the end of the fall semester may be dismissed from the program.
If a student's cumulative GPA is below 2.7 at the end of the Spring semester it may not be possible to bring it to 3.0 with the additional 5 credits of summer and qualify for graduation. In this case, a student may be dismissed from the program.

The Grade Point Average (GPA) weights grades for graduate students as follows:

A	4	95-100%
A-	3.667	90-94.99%
B+	3.333	87-89.99%
B	3	83-86.99%
B-	2.667	80-82.99%
C+	2.333	77-79.99%
C	2	73-76.99%
C-	1.667	70-72.99%
D	1	65-69.99%
F	0	0-64.99%
I	"Incomplete" – counts as 0 pending removal of the incomplete grade	
NR	No grade reported	
S	No points – this is a "Satisfactory" grade	
U	No points – this is an "Unsatisfactory" grade	

V	No points – this indicates “Audit” status
W	No points – the student withdrew from the course

Note that the grade of “I” should be requested only in extraordinary circumstances; it is not an advisable option for Master of Science in Global Health students given the short and intensive nature of the program.

Academic Good Standing

Continuation in a graduate degree program at Notre Dame, admission to degree candidacy, and graduation require the maintenance of at least a 3.0 (B) cumulative Grade Point Average. A student may be dismissed from the Master of Science in Global Health program or the Graduate School of the University of Notre Dame if in any one semester the GPA is below 2.5. An adequate GPA is only one of the factors taken into consideration in determining a student’s continued participation in the program. Each graduate student’s overall performance is also evaluated on the basis of regular participation in classes and program activities and progress toward meeting degree requirements. If student performance in any of these categories is deemed unsatisfactory by the Director of Global Health Training, in consultation with relevant faculty and the Dean of the Graduate School, the program reserves the option of dismissing a student from the graduate program. A student at risk of dismissal will receive a warning letter and, depending on the situation, may be asked to submit a written plan of response. The student then has the remainder of the current semester to demonstrate satisfactory performance. A second letter would be a letter of dismissal.

Academic Integrity

Integrity in scholarship and research is an essential characteristic of academic life and social structure in the University. Any activity that compromises the pursuit of truth and the advancement of knowledge taints intellectual effort and undermines confidence in the academic enterprise. A commitment to honesty is expected in all academic endeavors (see section 5.8 of Graduate School Academic Code).

Master of Science in Global Health Program Grievance and Appeal Procedure

Violation of Academic Integrity

Any person who has reason to believe that a violation of this policy has occurred shall discuss it on a confidential basis with the Director of Global Health Training. If a perceived conflict of interest exists between the Director of Global Health Training and the accused, the Dean of the Graduate School shall be notified of the charge.

Process: The Director of Global Health Training (or his/her designee) shall evaluate the allegation within 10 working days. If it is determined that there is no substantial basis for the charge, then the matter may be dismissed with the fact of the dismissal being made known to the complainant and to the accused if he or she is aware of the accusation. A written summary of charges, findings, and actions shall be forwarded to the Dean of the Graduate School as a matter of documentation. Otherwise, the Director of Global Health Training will select an impartial panel consisting of three members, one of whom may be a graduate student, to investigate the matter. The Director of Global Health Training will inform the accused of the charges. The panel will determine whether to proceed directly to a hearing, to further investigate the case, or to dismiss the charges.

Hearings: If the panel decides to proceed directly to a hearing, the hearing will be held within 10 working days of the original notification. If the panel decides that further investigation is necessary, it shall immediately notify the Director of Global Health Training. If it decides that a hearing is not warranted, all information gathered for this investigation will be destroyed. The utmost care will be taken to minimize any negative consequence to the accused.

The accused must be given the opportunity to respond to any and all allegations and supporting evidence at the hearing. The response will be made to the appointed panel. The panel will make a final judgment, recommend appropriate disciplinary action, and report to the Director of Global Health Training in

writing. The report will include all pertinent documentation and will be presented within 30 working days after meeting with the accused. Copies of the report will be made available to the accused, the Director of Global Health Training, and the Dean of the Graduate School.

If a violation is judged to have occurred, this may be grounds for dismissal from the University or other measures short of dismissal, such as withdrawal of funding and/or restrictions on Capstone Project activities.

If a satisfactory resolution cannot be reached at the departmental level, the complaint may be brought to the Graduate School according to the procedure outlined here:

http://graduateschool.nd.edu/assets/9047/info_appeal_procedure.pdf
http://graduateschool.nd.edu/assets/9047/info_appeal_procedure.pdf
http://graduateschool.nd.edu/assets/9047/info_appeal_procedure.pdf

Other Grievances

The student must first attempt resolution within the program through the following procedure: If a student wishes to file a complaint, she/he should submit a letter outlining the nature of the grievance with relevant details to the Director of Global Health Training. If the student's grievance concerns the Director of Global Health Training, the student may direct the letter to the Dean of the Graduate School.

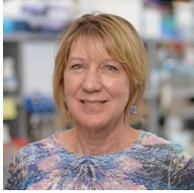
Note: Grade disputes are not formally appealable through the grievance process. If a student believes that a grade was calculated incorrectly, he or she may discuss the matter with the professor of the course.

Academic Freedom, Respect, and Tolerance

The Eck Institute for Global Health and the University of Notre Dame are committed to the free expression and interchange of ideas. Such freedom can only flourish in an atmosphere in which respect for persons of all racial, ethnic, religious, gender, sexual, national, and political backgrounds is guaranteed. As such, the Institute assumes an attitude of tolerance toward all persons and viewpoints in the Master of Science in Global Health program, and expects civility in all circumstances on the part of students, faculty, staff, and fellows. The Institute abides by University policies prohibiting sexual and discriminatory harassment and harassment in general, on and off campus. For details on policies, please see *duLac*, available online at <http://orlh.nd.edu/dulac/index.html>.

Contact Information

Master of Science in Global Health



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Appendix A – Global Health Competencies

In our program, students will develop key competencies in 14 global health domains. This list is in agreement with the Global Health Competencies⁶ promoted by the Consortium of Universities of Global Health. These were built on the ASPPH Global Health Competency Model⁷ and MPH Core Competency Model⁸.

DOMAIN	COMPETENCY
1 – Global Burden of Disease: Encompasses basic understandings of major causes of morbidity and mortality and their variations between high-, middle- and low-income regions, and with major public health efforts to reduce health disparities globally	<ul style="list-style-type: none"> ✓ Describe the major causes of morbidity and mortality around the world, and how the risk for disease varies with regions ✓ Describe major public health efforts to reduce disparities in global health (such as Millennium Development Goals and Global Fund to Fight AIDS, TB, and Malaria) ✓ Validate the health status of populations using available data (e.g. public health surveillance data, vital statistics, registries, surveys, electronic health records, and health plan claims data)
2 – Globalization of Health and Health Care: Focuses on understanding how globalization affects health, health systems, and the delivery of health care	<ul style="list-style-type: none"> ✓ Describe different national models or health systems for provision of health care and their respective effects on health and health care expenditure ✓ Describe how global trends in health care practice, commerce and culture, multinational agreements, and multinational organizations contribute to the quality and availability of health and health care locally and internationally ✓ Describe how travel and trade contribute to the spread of communicable and chronic diseases ✓ Describe general trends and influences in the global availability and movement of health care workers
3 – Social and Environmental Determinants of Health: Focuses on an understanding that social, economic, and environmental factors are important determinants of health, and that health is more than the absence of disease	<ul style="list-style-type: none"> ✓ Describe how cultural context influences perceptions of health and disease ✓ List major social and economic determinants of health and their effects on the access to and quality of health services and on differences in morbidity and mortality between and within countries ✓ Describe the relationship between access to and quality of water, sanitation, food, and air on individual and population health

⁶ Jogerst et al. (2015). "Identifying Interprofessional Global Health Competencies for 21st-Century Health Professionals." *Annals of Global Health*. Vol. 81, No. 2. Doi: [dx.doi.org/10.1016/j.augh.2015.03.006](https://doi.org/10.1016/j.augh.2015.03.006)

⁷ ASPH Global Health Competency Model (2011)

⁸ ASPH Master of Public Health Core Competency Model (2006)

<p>4 – Capacity Strengthening: Capacity strengthening is sharing knowledge, skills, and resources for enhancing global public health programs, infrastructure, and workforce to address current and future global public health needs</p>	<ul style="list-style-type: none"> ✓ Collaborate with a host or partner organization to assess the organization’s operational capacity ✓ Co-create strategies with the community to strengthen community capabilities, and contribute to reduction in health disparities and improvement of community health ✓ Integrate community assets and resources to improve the health of individuals and populations. ✓ Identify methods for assuring program sustainability
<p>5 – Collaboration, Partnering, and Communication: Collaborating and partnering is the ability to select, recruit, and work with a diverse range of global health stakeholders to advance research, policy, and practice goals, and to foster open dialogue and effective communication with partners and with a team</p>	<ul style="list-style-type: none"> ✓ Include representatives of diverse constituencies in community partnerships and foster interactive learning with these partners ✓ Demonstrate diplomacy and build trust with community partners ✓ Communicate joint lessons learned to community partners and global constituencies ✓ Exhibit interprofessional values and communication skills that demonstrate respect for, and awareness of, the unique cultures, values, roles/responsibilities, and expertise represented by other professionals and groups that work in global health ✓ Acknowledge one’s limitations in skills, knowledge, and abilities ✓ Apply leadership practices that support collaborative practice and team effectiveness
<p>6 – Ethics: Encompasses the application of basic principles of ethics to global health issues and settings</p>	<ul style="list-style-type: none"> ✓ Demonstrate an understanding of and an ability to resolve common ethical issues and challenges that arise when working within diverse economic, political, and cultural contexts as well as when working with vulnerable populations and in low-resource settings to address global health issues ✓ Demonstrate an awareness of local and national codes of ethics relevant to one’s working environment ✓ Apply the fundamental principles of international standards for the protection of human subjects in diverse cultural settings
<p>7 – Professional Practice: Refers to activities related to the specific profession or discipline of the global health practitioner</p>	<ul style="list-style-type: none"> ✓ Demonstrate integrity, regard, and respect for others in all aspects of professional practice ✓ Articulate barriers to health and health care in low-resource settings locally and internationally ✓ Demonstrate the ability to adapt clinical or discipline-specific skills and practice in a resource-constrained setting

<p>8 – Health Equity and Social Justice: Health equity and social justice is the framework for analyzing strategies to address health disparities across socially, demographically, or geographically defined populations</p>	<ul style="list-style-type: none"> ✓ Apply social justice and human rights principles in addressing global health problems ✓ Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being ✓ Demonstrate a basic understanding of the relationships between health, human rights, and global inequities ✓ Describe role of WHO in linking health and human rights, the Universal Declaration of Human Rights, International Ethical Guidelines for Biomedical Research Involving Human Subjects ✓ Demonstrate a commitment to social responsibility ✓ Develop understanding and awareness of the health care workforce crisis in the developing world, the factors that contribute to this, and strategies to address this problem
<p>9 – Program Management: Program management is ability to design, implement, and evaluate global health programs to maximize contributions to effective policy, enhanced practice, and improved and sustainable health outcomes</p>	<ul style="list-style-type: none"> ✓ Plan, implement, and evaluate an evidence-based program ✓ Apply project management techniques throughout program planning, implementation, and evaluation
<p>10 – Sociocultural and Political Awareness: Sociocultural and political awareness is the conceptual basis with which to work effectively within diverse cultural settings and across local, regional, national and international political landscapes</p>	<ul style="list-style-type: none"> ✓ Describe the roles and relationships of the major entities influencing global health and development ✓ Analyze the impact of transnational movements on population health ✓ Analyze context-specific policy making processes that impact health ✓ Design health advocacy strategies
<p>11 – Strategic Analysis: Strategic analysis is the ability to use systems thinking to analyze a diverse range of complex and interrelated factors shaping health trends to formulate programs at the local, national, and international levels</p>	<ul style="list-style-type: none"> ✓ Identify how demographic and other major factors can influence patterns of morbidity, mortality, and disability in a defined population ✓ Conduct a community health needs assessment ✓ Conduct a situation analysis across a range of cultural, economic, and health contexts ✓ Design context-specific health interventions based on situation analysis
<p>12 – Evidence-based approaches to global health: the ability to translate knowledge to evidence that can be used to inform global health research, policy and practice</p>	<ul style="list-style-type: none"> ✓ Apply appropriate epidemiology methods ✓ Select appropriate quantitative and qualitative data collection methods ✓ Analyze data using appropriate technology and methods ✓ Interpret data analysis results for global health research, policy or practice

<p>13 – Global health biology: the ability to incorporate knowledge of the relevant biological and molecular mechanisms/systems into global health practice</p>	<ul style="list-style-type: none"> ✓ Articulate how biological, chemical, and physical agents affect human health ✓ Specify the role of the immune system, genetics/genomics, behavior, and the environment in population health and global health policy and practice ✓ Identify the ethical, social and legal issues implied by global health biology and understand how evidence-based biological and molecular concepts to inform global health laws, policies and regulations ✓ Apply biological principles to development and implementation of disease prevention, control or management programs
<p>14 – Leadership: the ability to create and communicate a shared vision for a changing future; influence others and champion solutions to organizational and community challenges; and exemplify values that support the shared vision and commitment to goals</p>	<ul style="list-style-type: none"> ✓ Demonstrate transparency, empowerment, integrity, honesty and inclusivity in all actions ✓ Describe and apply group process, dynamics, and decision making to facilitate effective collaboration for achieving goals ✓ Demonstrate a basic understanding of leadership theories and practices ✓ Develop a personal philosophy of leadership

Appendix B – Academic Calendar

Office of the Registrar - <http://registrar.nd.edu>
 University of Notre Dame - Revised 6/29/17

**UNIVERSITY OF NOTRE DAME AND SAINT MARY'S COLLEGE
 JOINT ACADEMIC YEAR CALENDAR FOR 2018-2019**

FALL 2018 SEMESTER

Aug. 13-14	Mon - Tues	Orientation and advising for new graduate students
Aug. 15-16	Wed - Thur	Orientation for new international students
Aug. 16	Thursday	Transfer Welcome Weekend and advising for new undergraduate transfer students Transfer and readmitted students begin registration
Aug. 17	Friday	Undergraduate halls open for first-year student move-in beginning at 9:00 a.m.
Aug. 17-20	Fri - Mon	Welcome Weekend and advising for first-year undergraduate students
Aug. 19	Sunday	Undergraduate halls open for upperclass student move-in beginning at 9:00 a.m.
Aug. 20	Monday	Classes begin for Law and Graduate Business Classes begin for Saint Mary's College Orientation for readmitted students
Aug. 21	Tuesday	Classes begin for Notre Dame Mass - formal opening of school year at Notre Dame
Aug. 28	Tuesday	Last date for all class changes
Sept. 3	Monday	Labor Day - classes are in session
Sept. 21	Friday	Last date to drop a class at Saint Mary's College
Oct. 13-21	Sat - Sun	Mid-Term break
Oct. 15	Monday	Mid-Term deficiency reports submitted through insideND by 3:45 p.m. at Notre Dame
Oct. 16	Tuesday	Mid-Term deficiency reports due in PRISM by 8:00 a.m. at Saint Mary's College
Oct. 26	Friday	Last day for course discontinuance at Notre Dame
Nov. 12-28	Mon - Wed	Registration appointments for the Spring 2019 semester
Nov. 21-25	Wed - Sun	Thanksgiving Holiday
Nov. 27-Dec. 9	Tues - Sun	Course Instructor Feedback administered
Dec. 6	Thursday	Last class day
Dec. 7-9	Fri - Sun	Reading days (no examinations permitted))
Dec. 10-14	Mon - Fri	Final examinations (no review sessions permitted)
Dec. 15	Saturday	Undergraduate halls close at 2:00 p.m.
Dec. 17	Monday	All grades submitted through insideND by 3:45 p.m. at Notre Dame
Dec. 18	Tuesday	All grades due in PRISM by Noon at Saint Mary's College
Jan. 6	Sunday	January 2019 graduation date (no ceremony)

CLASS MEETINGS*

NUMBER OF CLASS DAYS*

MWF	41		<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>	<u>Total</u>
MW	28	August	1	2	2	2	2	9
TuTh	29	September	4	4	4	4	4	20
		October	4	4	4	3	3	18
		November	4	4	3	4	4	19
		December	1	1	1	1	0	4
		Total	14	15	14	14	13	70

*The number of class meetings and class days differ for Saint Mary's College

SPRING 2019 SEMESTER

Jan. 13	Sunday	Undergraduate halls open for move-in beginning at 9:00 a.m.
Jan. 14	Monday	Orientation, advising, and registration for new students Classes begin for Law and Graduate Business Classes begin for Saint Mary's College
Jan. 15	Tuesday	Classes begin for Notre Dame
Jan. 22	Tuesday	Last date for all class changes
Feb. 15	Friday	Last date to drop a class at Saint Mary's College
Feb. 15-17	Fri - Sun	Junior Parents Weekend at Notre Dame
Mar. 9-17	Sat - Sun	Mid-Term break
Mar. 11	Monday	Mid-Term deficiency reports submitted through insideND by 3:45 p.m. at Notre Dame
Mar. 12	Tuesday	Mid-Term deficiency reports due in PRISM by 8:00 a.m. at Saint Mary's College
Mar. 20	Wednesday	Registration begins for the 2019 Summer Session at Notre Dame
Mar. 22	Friday	Last day for course discontinuance at Notre Dame
Apr. 15-26	Mon - Fri	Registration appointments for the Fall 2019 semester
Apr. 19-22	Fri - Mon	Easter Holiday
Apr. 23-May 5	Tues - Sun	Course Instructor Feedback administered
April 25	Thursday	Deadline for 2019/2020 financial aid applications at ND (for returning students)
May 1	Wednesday	Last class day for Notre Dame
May 2	Thursday	Last class day for Saint Mary's College
May 2-5	Thur - Sun	Reading days for Notre Dame (no examinations permitted)
May 6-10	Mon - Fri	Final examinations (no review sessions permitted)
May 11	Saturday	Undergraduate halls close at 2:00 p.m.
May 13	Monday	All grades submitted through insideND by 3:45 p.m. at Notre Dame
May 14	Tuesday	All grades are due in PRISM by Noon at Saint Mary's College
May 17-19	Fri - Sun	Commencement Weekend

CLASS MEETINGS*

MWF	41
MW	28
TuTh	29

*The number of class meetings and class days differ for Saint Mary's College

NUMBER OF CLASS DAYS*

	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>	<u>Total</u>
January	2	3	3	3	2	13
February	4	4	4	4	4	20
March	3	3	3	3	4	16
April	4	5	4	4	3	20
May	0	0	1	0	0	1
Total	13	15	15	14	13	70

2019 SUMMER SESSION

First Class Day - June 17; Last Class Day - July 26; Graduation Date (No Ceremony) - August 4

NOTE: Summer Session classes will not be held on July 4 for most programs

July 27 Saturday

Commencement

Appendix C – Important Commencement Information and Dates

AUGUST/SEPTEMBER 2018

We suggest that hotel/motel accommodations for family and friends attending commencement be made as soon as possible. **We know it seems early, but there are any number of events going on in and around Notre Dame all of the time.** Below are some conveniently located hotels.

Suggestions:

Inn at St. Mary's

53993 Indiana State Route 933
South Bend, IN 46637
Reservations: 800-947-8627

Hilton Garden Inn

53995 IN-933
South Bend, IN 46637
Reservations: 574-232-7700

Ivy Court Inn & Suites

1401 Ivy Court
South Bend, IN 46637
Reservations: 574-232-7700

Fairfield Inn & Suites

1220 East Angela Boulevard
South Bend, IN 46617
Reservations: 574-234-5510

FEBRUARY/MARCH 2019

Each year the students give a presentation during the commencement ceremony. This often is a slideshow or video they create from their capstone experiences, but feel free to be creative with this. We suggest organizing early for this!

JUNE 2019

RSVPs for commencement dinner and the reception are due by June 30th.

JULY 2019

REMEMBER to fill out the graduation application.

Monday, July 15 - Wednesday, July 24, 2019 – Pick up cap and gown. Please make sure that tassel is included!

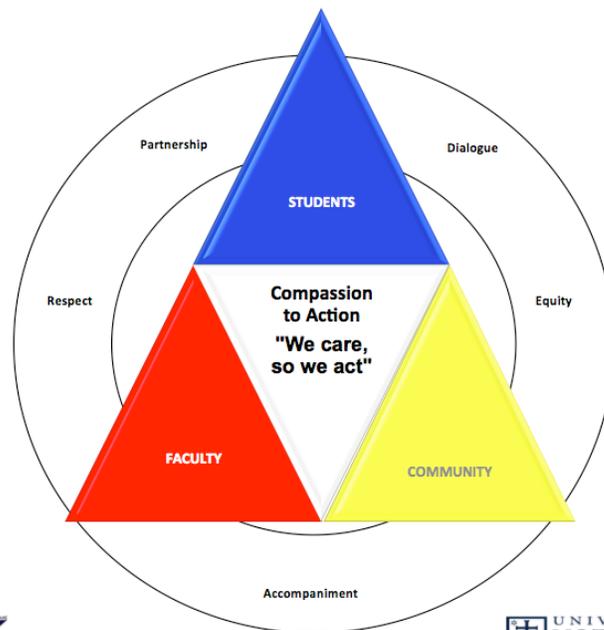
Friday, July 26, 2019	1:00 p.m.	Art and Science Fair - invite family and friends to attend public presentations from the class!
	– 4:00 p.m.	
	6:00 p.m.	Commencement Dinner
Saturday, July 27, 2019	10:00 a.m.	Commencement Ceremony, Washington Hall Auditorium Commencement Reception, Rotunda, Main Building (Dome)
	12:00 p.m.	

Appendix D – Message Triangles

Students * Faculty * Community

The purpose of this triangle is to visually explain who our students will be working, collaborating and learning from to create and sustain meaningful change. In the center of the triangle, is our program's mantra. Our students come to our program with a heart full of compassion. Through our program, working with faculty and the community, their compassion becomes action. We do this by teaching respect, dialogue, accompaniment, equity and development of partnerships.

MASTER OF SCIENCE IN GLOBAL HEALTH



Training * Research * Communicate

The purpose of this triangle is to visually explain how our students will be educated to create and sustain meaningful change. Again, in the center of the triangle is the program's mantra. In order to move compassion to action, our program provides training, research, and communication. We do this by combining training, research and communication to teach foundational knowledge of global health, as well as to build and hone students' skills in critical thinking, problem solving, capacity building and implementation.

MASTER OF SCIENCE IN GLOBAL HEALTH



Appendix E – Capstone Project Forms

TRAVEL FORM (DUE APRIL 1, 2019)

Print your name (as it appears on your passport): _____

Email: _____

Phone: _____ Local phone #: _____

Site Supervisor (name and organization): _____

Phone #: _____ email: _____

Site Address/location: _____

Country: _____

Confirmed field placement dates: Start: _____ End: _____

Departure date (factor in any extra traveling on your own): _____

From which city/state and airport will you depart? _____

Return date (factor in any extra traveling on your own): _____

To which city/state and airport will you return? _____

In case of emergency contact:

Name: _____ Relationship to student: _____

Email: _____ Phone: _____

Name: _____ Relationship to student: _____

Email: _____ Phone: _____

Waiver of Liability and Responsibility

By signing this form I acknowledge that I have reviewed the travel reservation, and agree to the itinerary in writing by replying to the emailed itinerary asking for my approval. I understand that I am responsible for any cancellation or change fees once the ticket is issued.

Signature: _____ Date: _____

REMINDER: **return completed form with a copy of the inside photo ID page of your passport** to the Global Health Training Coordinator in 923 Flanner Hall. Please call with any questions 574-631-5617 or email: ghms@nd.edu

PERSONAL HEALTH & MEDICAL INSURANCE INFORMATION

(DUE APRIL 1, 2019)

In order to allow the University to provide appropriate assistance to you during your field experience, it is important that we be aware of any medical or emotional conditions, past or current, that might influence your ability to live and travel abroad for 6-8 weeks. This information will be kept confidential as provided herein by the University and the host institution. It will not be used to prevent you from participating in the program unless your treating health care provider deems you unfit to participate, or unless your participation would require the University to fundamentally alter an academic program or take unreasonable steps to accommodate your condition. Disclosure of the requested information is intended to ensure that your needs are being attended to and to create a positive and healthy experience. If you require ongoing medical care, treatment, or medications, you must have your treating health care provider submit a written treatment plan to be carried out while abroad. This can be attached.

PART A: filled out by student (prior to appointment)

1. Have you had any serious illnesses, injuries or medical conditions within the past five years for which you have received or are presently receiving professional medical treatment?

No: _____ Yes: _____

If yes, please describe:

2. Within the past five years, have you experienced a mental, emotional, or psychological disorder (e.g., eating concerns, depression, substance abuse)?

No: _____ Yes: _____

If yes, please describe, including any treatment received:

3. Do you have any physical or mental condition that may require special facilities or assistance while abroad? (If appropriate, please attach a memo from the Office of Students with Disabilities indicating the condition and your needs.)

No: _____ Yes: _____

If yes, please describe:

4. Do you suffer from any allergies (e.g., food, medicine, insects, etc.)?

No: _____ Yes: _____

If yes, please describe:

5. Do you have any dietary restrictions or special dietary needs?

No: _____ Yes: _____

If yes, please describe:

6. Are you currently taking any medications?

No: _____ Yes: _____

If yes, please list the medications:

7. Please list any additional medical problems/allergies that we should know about in an emergency:

Medical Insurance - All participants will be provided international insurance coverage through the University of Notre Dame's recommended HTH Worldwide Insurance carrier, to be funded by the Master of Science in Global Health Program. You are responsible for purchasing this insurance through HTH (University of Notre Dame code will be provided to you) and you must include a copy of your HTH insurance card with this form.

It may be the case that you are also covered internationally through your existing medical/health insurance. If so, please contact us for additional forms.

By signing this form I certify that I have responded truthfully and completely. I understand that the MS in Global Health Program may be required to make decisions about my ability to travel or remain abroad in the best interest of my health and I will cooperate fully.

Signature: _____ Date: _____

PART B: filled out by health care provider

The below-named student will be spending 6-8 weeks living and working abroad. Working in a different environment may create unexpected emotional and physical stress which can exacerbate otherwise mild conditions. It is important that all participants are able to adjust to dramatic changes in their living environment, climate, diet, etc. that may disrupt accustomed patterns of behavior. Your complete and candid evaluation of the student's health is, therefore, extremely important in anticipating and working with the student to appropriately address any problems that might arise during the student's internship program.

Patient Name: _____ Date of Birth: _____

To be completed by specialist or treating provider:

Based on my assessment of _____, on _____
(patient name) (date of exam)

This student is:

Able to work and live abroad for 6-8 weeks:

With restrictions: (Please list):

Without restrictions

Not recommended to work and live abroad for 6-8 weeks.

Reason(s):

Name of provider:

(Print Name) (Signature) (Date)

Contact information (if different than St. Liam Hall):

Return completed form to the Global Health Training Coordinator in 923 Flanner Hall, Eck Institute for Global Health. Please call with any questions 574-631-5617 or email: ghms@nd.edu

INCIDENT REPORT FORM

This form should be used to report any incidents involving bodily harm, the threat of bodily harm, or verbal or physical harassment. This serves as a formal report for the program and should be completed after crisis management steps have been taken. This information is intended for use by the Eck Institute for Global Health Master's Program and will be kept confidential.

Date and Time of Incident:

Location of Incident:

Names of persons involved or present:

Brief summary of what happened (1-2 sentences):

Detailed description of incident:

Who was first notified, how, and when? (e.g., field site director, staff)

Was medical care required? YES / NO

If yes, provide details of treatment, location, names of medical personnel, and any follow-up care recommended.

Were any legal authorities notified of the incident or present at the scene? YES / NO

If yes, list the names/phone numbers of responsible legal authorities in charge of the case, and the case number if available.

Was any embassy or consulate notified? YES / NO

If yes, identify country and list the names and phone numbers of consular officials involved in this incident:

Further action you intend to take:

Further action needed by others:

Name of person(s) completing this form:

Date completed:

SITE-SPECIFIC RECOMMENDATIONS FOR FUTURE STUDENTS

Students – please fill this in upon return from your field site

Site name/organization and location:

Feel free to contact me with site specific questions: Yes / No

Name and contact (email and/or phone):

Key people and contact information	
Recommended ways to travel locally	
Recommended places to live (if options)	
Cultural considerations to keep in mind	
Great places to eat (that are sanitary/low risk of getting sick)	
Considerations about security to keep in mind	
Where to go if you have a health concern	
Places you might want to visit	
Other good things to know	

CAPSTONE SITE EVALUATION

Name:

Date:

Project Supervisor:

Capstone Site Coordinator:

To the Student:

Please use this form to evaluate your Capstone Project experience. Your response will help both the Capstone Site Coordinator and Masters of Science in Global Health program faculty to monitor the quality of Capstone experiences at this particular site and to assess and improve the program content in accordance with the goals of the MS in Global Health program. Your honest evaluation is much appreciated.

Marking Instructions: Using the following scale, circle the response that best represents your assessment of this Capstone experience:

1 = Disagree Strongly 2 = Disagree 3 = Agree 4 = Strongly Agree N/A = Not Applicable

1-Orientation to the site was adequate

1 2 3 4 5 n/a

2-The partner provided the agreed upon resources for meeting the learning objectives.

1 2 3 4 5 n/a

3-The coordinator and staff were knowledgeable and experienced.

1 2 3 4 5 n/a

4-The staff was helpful and supportive.	1	2	3	4	5	n/a
5-Opportunities for discussion with the coordinator and staff were adequate.	1	2	3	4	5	n/a
6-Appropriate on site supervision was provided during the Capstone.	1	2	3	4	5	n/a
7-The field experience met my overall expectations.	1	2	3	4	5	n/a
8-The tasks I was assigned were commensurate with my abilities.	1	2	3	4	5	n/a
9-Opportunities were provided to apply knowledge and skills acquired from the MS in Global Health core courses.	1	2	3	4	5	n/a
10-I recommend that this site be considered for future Capstone placements.	1	2	3	4	5	n/a

USE THE FOLLOWING SECTION FOR ADDITIONAL COMMENTS ON ITEMS 1-10.

What was the most important thing you learned from this Capstone Experience?

What did you like best about this Capstone experience?

What did you like least?

Describe any barriers you experienced in completing your MS in Global Health Capstone Project.

Please give the MS in Global Health program an overall rating according to the following:

1 = poor 2 = fair 3 = neutral 4 = good 5 = excellent

Field Site	1	2	3	4	5
Site Coordinator	1	2	3	4	5
MS in Global Health Program Support	1	2	3	4	5

Thank you for your assistance in optimizing the quality of this program.
These answers will not be shared outside of program administrators.

STUDENT PERFORMANCE EVALUATION

Name of Student:

Date:

Name of Project Site:

Capstone Site Coordinator:

To the Capstone Site Supervisor:

Please use this form to evaluate the performance of the graduate student named above. Your response will help both the Masters of Science in Global Health program faculty to assess the performance of our MS in Global Health students at certain sites. Your honest evaluation is much appreciated.

Marking Instructions: Using the following scale, circle the response that best represents your assessment of this Capstone experience:

1 = Disagree Strongly 2 = Disagree 3 = Agree 4 = Strongly Agree N/A = Not Applicable

The Graduate Students in this program:

1- Demonstrated the ability to articulate his/her goals for the Capstone experience in order to develop learning objectives.

1 2 3 4 5

2- Was knowledgeable and well prepared.

1 2 3 4 5

3-Demonstrated the ability to implement a planned course of action to meet agreed upon learning objectives.	1	2	3	4	5
4-Demonstrated the ability to adapt to the organization’s procedures and culture.	1	2	3	4	5
5-Was respectful and courteous in his/her interactions with colleagues and the general public.	1	2	3	4	5
6-Worked effectively with local team.	1	2	3	4	5
7-Demonstrated effective time-management skills.	1	2	3	4	5
8-Demonstrated effective oral-communication skills.	1	2	3	4	5
9-Demonstrated effective written-communication skills.	1	2	3	4	5
10-Met the agreed upon learning objectives.	1	2	3	4	5

USE THE FOLLOWING SECTION FOR ADDITIONAL COMMENTS ON ITEMS 1-10.

Please provide suggestions for changes/improvements the MS in Global Health program can implement to improve the preparation and selection of students in the future.

Please give the following program an overall rating according to the following:

1 = poor 2 = fair 3 = neutral 4 = good 5 = excellent

Student	1	2	3	4	5
MS in Global Health Program Support	1	2	3	4	5

Thank you for your assistance in optimizing the quality of this program.