

Proposal for Global Health Certificate

An increasing number of students are seeking international experiences as part of their undergraduate program. At the same time, universities are seeking to educate their students to become global citizens. The merging of these interests has created a situation where the number of students seeking these international experiences exceeds the available opportunities currently being offered. This proposal seeks to provide an opportunity for Clemson University undergraduates to engage in classroom instruction followed by a meaningful field experience in a Latin American country. This certification program will offer a broader knowledge of global health with an emphasis on health in lesser-developed countries and vulnerable populations.

The objectives for the program are:

1. To create global citizens with the ability to synthesize knowledge of current global health issues and develop innovative strategies to improve health outcomes in lesser-developed countries.
2. To provide opportunities for students to engage in meaningful service-related field experiences in a lesser-developed country.

This program will fill a niche that is needed specifically for undergraduate students. Currently, most universities only offer a global health certificate for graduate students. These universities include: UNC-Chapel Hill, the John Hopkins University, University of Washington, University of Michigan, University of Pittsburgh, and Vanderbilt University. Few universities currently offer a global health certificate to undergraduates. Those that do offer an undergraduate certificate program, include the University of California Los Angeles, Duke University (ended their program in 2013), Case Western Reserve University, and University of California Irvine. Clearly, this is an offering that top universities have recognized as valuable to their undergraduates.

The global health certificate would be open to Clemson University undergraduate students who are enrolled in a health-related field (pre-med, public health, nursing, etc). Currently, the public health department in HEHD contributes coursework to a joint international language and health bachelor's degree program. The certificate will provide opportunities to students who are interested in global health issues, but may not desire to pursue a full program. The certificate will allow students who are seeking degrees in health fields (i.e., nursing) to complete a certificate with a focus specifically in global health of lesser-developed countries, in addition to their respective degree. Other disciplines may be considered for enrollment with students of health-related disciplines given priority for placement.

The certificate program would include the following:

3 credit course in Global Health in Developing Countries (new blended course which focuses on issues specific to low income countries). Topics may include infectious diseases, economics, health care policy, health care workforce, nutrition, occupational injuries, violence, and reproduction specific to lesser-developed countries.

3 credit course in Leadership and Collaboration for Global Health (new blended course which focuses on leadership and collaboration skills that are needed to function in international settings, specifically lesser-developed countries)

3 credit supporting requirement – Students may choose from the following list depending upon their intended discipline and areas of interest

- Medical Sociology SOC 4800
- Women in the Developing World ANTH 423
- Spanish for Health Professionals SPAN 415

3 credit field experience (study abroad) in a lesser-developed country (Guatemala for example) See Appendix (1st Summer session May – June)

Total credits – 12 hours

The new courses and the certificate would require approval through the University Undergraduate Curriculum Committee and Board of Trustee. If funding is approved for this proposal, the new courses and certificate program documents would be submitted to the appropriate committee. Approval should be received no later than March 2015. The first course (Global Health in Developing Countries) could be offered in Fall of 2015. The second course could be offered Spring of 2016. Both courses would use a hybrid format based at the University Center of Greenville. Each course will meet 3-4 times during the semester using a seminar-style format with additional online instruction. The field experience would be offered in Summer of 2016.

Need for Seed Money

The seed money would be used for several faculty (Dr. Roxanne Amerson, Mrs. Janice Lanham, Dr. Stephanie Davis, and/or Dr. Lisa Duggan) to travel to the selected country (Guatemala) to investigate and coordinate sites for field work. Several faculty need to be prepared to conduct the field experience with students in the designated country, in order to decrease the burden on any one faculty member. The costs would include: airfare, transportation fees, accommodations, and meal per diem (when funding is sufficient to cover meals). While Dr. Amerson has worked extensively in Guatemala, new sites will be required for the on-going field work. It is important to meet face-to-face with representatives of non-governmental organizations that are conducting work in rural areas of Guatemala. This will also allow faculty to assess accommodations and work sites for safety issues. In the event that the sites are deemed less than safe for students, additional sites may be explored within the country or in another Latin American country (Panama, for example). This could potentially require a 2nd trip to the designated country. The seed money will also facilitate the development and design of the certificate program. In the event that approval is not achieved for the certificate program, the seed money would allow exploration and development of a study abroad field experience for nursing students or other health-related disciplines.

Sustainability Plan

The certificate program would be offered across multiple disciplines. The students must be enrolled in a health-related discipline in order to apply. The global health certificate would provide a less lengthy and financially feasible plan of study for students who have an interest in global health, but do not want to pursue the International Language and Health joint degree program currently offered through public health and the language department. Biological Sciences currently offers a 2-week immersion in Costa Rica. The program offered by biological sciences focuses on medical or dental services provided in rural clinics under the supervision of a physician or dentist. Costa Rica is recognized as a country with a well-developed universal health system.

The school of nursing will retain the Certificate Plan of Study and will issue the certificates. The Global Health for Developing Countries and Leadership and Collaboration for Global Health course will primarily be taught by Dr. Amerson and/or Mrs. Janice Lanham in the School of Nursing (SON). The supporting requirements are courses that are currently being taught at Clemson University; therefore this would not increase the instructional burden on the SON. The field work would be shared by several faculty within the SON. Faculty would alternate annually for the field work. Two faculty are required for study abroad programs; therefore two faculty would participate in the field experience with a minimum enrollment of 10 students the first year and a minimum of 12 students by year 3. Maximum enrollment would be capped at 20 students per 2 faculty.

Student costs: the cost of living is substantially lower in these lesser-developed countries. The average student cost, excluding airfare, should be around \$3000 for 4 weeks of study abroad in Guatemala. This would include summer academic fee, international fee, homestay with a family, foreign travel insurance, and transportation.

Dr. Roxanne Amerson – Assistant Professor in SON. She has successfully led 5 embedded international trips to Guatemala with nursing students since 2006 and one trip to Ecuador in 2008. In 2011, she served as a visiting professor at the Universidad de Costa Rica. She is currently the project director /primary investigator for an R03 NIH-funded research study in Guatemala.

Dr. Stephanie Davis - Graduate Coordinator and Associate Professor in SON. She has successfully led 8 embedded international trips to Central or South America. Dr. Davis serves on the Board of Directors for Volunteers in Medical Missions, a 501(3)c not-for profit organization working with children & adults in developing countries throughout the world.

Dr. Lisa Duggan - Assistant Professor in SON. She has led 6 international medical mission trips, including trips to Ecuador, Honduras, and the Dominican Republic. She also serves on the Board of Directors for Volunteers in Medical Missions.

Mrs. Janice Lanham – Senior lecturer in SON, has successfully lead embedded international trips to Eleuthera, Bahamas with students enrolled in health-related disciplines since 2009. She holds temporary nursing licensure as a Registered Nurse by the Ministry of Health in the Commonwealth of the Bahamas.

Budget

Seed Money:

Airfare to Guatemala for each faculty member	\$900 x 3	= \$2700
Hotel Accommodations for each faculty member (10 days)	\$150 x 3	= \$450
Meals for each faculty member (10 days@\$16 per day)	\$160 x 3	= \$480
Transportation (In-country) per faculty member	\$125 x 3	= \$375
Foreign Travel Insurance per faculty member	\$55 x 3	= \$165
Materials for Teaching (Initial program)		= \$200
	Total Costs	= \$4370

Proposed Cost to Students: 4-week study abroad field experience

Summer Academic Fee	\$497/credit	= \$1494
International Fee	\$337	= \$337
Homestay/Spanish Instruction		= \$800
Insurance		= \$40
Transportation (in-country)		= \$100
	Total Costs	= \$2771 (excludes airfare)

Faculty Costs for Field Experience for 4 weeks

Airfare	\$900 (may be lower)	
Lodging	\$400	
Meals	\$400	
Transportation	\$100	
Insurance	\$55	
	Total Costs	= \$1855 PLUS FACULTY Salary

Summer Academic Fee (10 students) = \$14,940

***Min of 10 students for study abroad in Year 1, increasing to a minimum of 12 students by Year 3.
Maximum enrollment of 20 students per 2 faculty.**

\$14,940 (total program fees) – \$1855 + _Faculty salary x 2 for one month (faculty costs) = Surplus (these funds will be used to repay the seed money)

September 24, 2014

Roxanne Amerson, PhD, RN, CTN-A
Nursing Suite, University of Greenville
School of Nursing
Clemson University
Greenville, SC 29609

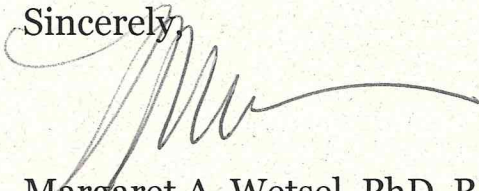
Dear Dr. Amerson:

On behalf of the Executive Council of the School of Nursing, we are delighted to enthusiastically support for your application for the new *Global Health Certificate*, which has been prepared in response for the call for the curricular internationalization seed funding 2014-2015.

This certificate program will fill an important niche that is needed for undergraduate students at Clemson University. The objectives for this certificate are: (1) to create global citizens with the ability to synthesize knowledge of current global health issues and develop innovative strategies to improve health outcomes in developing countries; and (2) to provide opportunities for students to engage in meaningful service-related field experiences in developing country.

We are pleased to endorse this proposal and offer our support for this project and it's success. This letter also acknowledges the terms of "seed funding." Every reasonable effort will be made to ensure flexibility in scheduling to allow you to travel to Guatemala as required by the terms of the proposal. If we can be of further assistance, please do not hesitate to contact me.

Sincerely,



Margaret A. Wetsel, PhD, RN
Director, School of Nursing and Associate Professor



SCHOOL OF NURSING

College of Health, Education & Human Development Robert Cook Edwards Hall Clemson, SC 29634-0743

864.656.7622 FAX 864.656.5488

September 24, 2014
Roxanne Amerson, PhD, RN, CTN-A
Nursing Suite, University of Greenville
School of Nursing
Clemson University
Greenville, SC 29609

OFFICE OF THE DEAN

Dear Dr. Amerson:

Clemson University
116 Edwards Hall
Clemson, SC
29634-0701

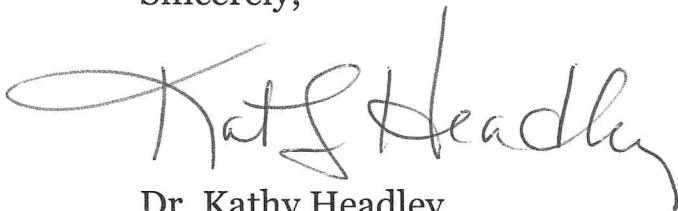
P 864-656-7640
F 864-656-7641

I enthusiastically support your application for the new *Global Health Certificate*, a document prepared for the curricular internationalization seed funding 2014-2015.

This certificate program will fill a much needed preparation element for undergraduate students at Clemson University. This certificate will: (1) create global citizens with the ability to synthesize knowledge of current global health issues and develop innovative strategies to improve health outcomes in lesser-developed countries, and (2) provide opportunities for students to engage in meaningful service-related field experiences in a lesser-developed country.

I confirm my support for the success of the project. Approaching our view of the world more globally is important to our current and future perspectives. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,



Dr. Kathy Headley
Associate Dean, Research & Graduate Studies

Appendix

Potential Curriculum for 3-Credit Course

Field Experience in Guatemala

4 Weeks (Summer Study-Abroad)

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to Noon Lecture/Discussion	8:00 to Noon Field Trip/Meet with NGO	8:00 to Noon Lecture/Discussion	8:00 to Noon Field Work with NGO	8:00 to Noon Field Work with NGO
Lunch	Lunch	Lunch	Lunch	Lunch
1:00 to 5:00 PM One-on-one Spanish instruction	1:00 to 5:00 PM One-on-one Spanish instruction Field trip with Spanish class	1:00 to 5:00 PM One-on-one Spanish instruction	1:00 to 5:00 PM One-on-one Spanish instruction Field trip or activity with Spanish class	1:00 to 5:00 PM One-on-one Spanish instruction

Sample: Lecture and discussion emphasizing our focus on global health and health disparities in lesser-developed countries:

1. Orientation: Orientation to Service-Learning Philosophy
2. Overview of Guatemalan History and Culture; The Guatemalan Health System
3. Globalization, Ethnomedical Systems, and Treatment
4. Political Economy of Infectious Disease and Undernutrition
5. Educational Systems and Ethnic Inequality
6. Development, Gender, and The Politics of Reproduction
7. Justice and Governance
8. Health as a Human Right