**Emory University Department of Medicine**

**Internal Medicine Global Health Distinctions Program (GHDP)**

***“A Sustainable Approach to Global Health”***

Course Instructors:

Russell Kempker, MD, MSc, DOM, Division of Infectious Diseases

Paulina Rebolledo, MD, MSc, DOM, Division of Infectious Diseases

Course Date: August, 2018

***Introduction:*** As we have progressed in our careers through residency, fellowship and early faculty, a majority of our time has been consumed by training requirements, developing necessary clinical skills, meeting service and education expectations, and striving for academic benchmarks of success. While this has been a rewarding and valuable experience for us both, we have also had a constant awareness especially in our Global Health research and education experiences, that there is more we can and should be doing. Our focus on particular aspects of specific diseases has led to some progress but has left us feeling that we were not addressing the true underlying causes of disease or helping to build the systems that sustainably promote health. The announcement for the Piedmont Project came as we just took over the leadership of the Emory Internal Medicine Residency Program’s Global Health Distinction Program (GHDP) and we immediately jumped at the chance to develop our teaching skills and feed our inner yearnings of a life of increased sustainability. Beyond work, we harbor a passion for the environment and with a recent addition to our family (our now two year old son, Tomas) we were starting to think increasingly about how to incorporate sustainable practices into our life in an effort to do our small part in preserving the planet. Thus the Piedmont Project was incredibly appealing to us on a personal and professional level.

The two day Piedmont Workshop came at the right time and was just what we needed to give ourselves and our new GHDP curriculum a breath of fresh air and new life. Incorporating the ideas and principles of sustainability including striving for healthy ecosystems, economies, addressing inequality, empowering communities, and meeting todays needs while preserving the planet for future generations is in tune with promoting good health. Therefore it seemed naïve and shortsighted not to include these concepts into our Global Health curriculum. By the end of the workshop we came up with the title of our didactic curriculum, “A Sustainable Approach to Global Health” and we were given a new wellspring of enthusiasm to move forward with designing our syllabus. As we delved into our Global Health readings, we quickly become aware of how tightly interwoven and complementary sustainability and health and wellbeing are and were reassured by an existing focus towards addressing all determinants of health. This is no more evident than by the development and implementation of the United Nations Sustainable Development Goals (SDGs). We decided to build our curriculum around the ambitious and laudable SDGs and will use them to foster a comprehensive way to think about Global Health. The SDGs provide an excellent framework to introduce and teach our residents about the ecological and social determinants of health, role of climate change and inequities in disease and health outcomes, and we hope will spur innovative thinking about how to develop novel and sustainable solutions to disease prevention and management. It also provides learners with a common language to interact with other non-medical practitioners in Global Health and form productive multi-disciplinary collaborations. We envision that our shift from more disease specific medical based talks to interactive sessions focused on key Global Health competencies which underlie the SDGs will equip our residents to be more effective Global Health clinicians/researchers as well as conscientious Global Citizens now and in the future.

In addition to our didactic teachings, our residents will spend one month at an Indian Health Services hospital and clinic in Arizona and one month at an Ethiopian hospital conducting clinical work. We are using the concepts of sustainability to recalibrate these existing collaborations so they are anchored by mutual input from all partners, shared goals and vision, and to ensure they are carried out with compassion and with ethical obligations and equity for both patients and partners always as the first priority. As part of these experiences we will require our residents to carry out guided self-reflective exercises to raise awareness on the relationship of poverty, inequity, and environment on health and wellbeing and to facilitate critical thinking on their motivations for performing Global Health work.

As an indirect result of our GHDP program, its didactic teachings, and by being examples ourselves we also hope to impart the appeal, necessity and benefits of carrying out our individual lives in a more sustainable fashion. We believe this is a vitally important message to relay to our GHDP residents for if their careers are to be guided by the principles of sustainability, they must believe and adapt these concepts on a day-to-day basis for them to be powerful and effective.

In summary we are very excited to incorporate the concepts of sustainability into our GHDP curriculum, and are hopeful it will make learning about Global Health more intuitive and enjoyable and provide an insightful way to think about and tackle disease and promote good health.

**Course Objectives**

By the end of the course, learners should be able to:

1. Gain an understanding of the meaning of “global health”
2. Describe why the study of global health is critical to understanding the health challenges people face worldwide.
3. Recognize the core competencies in global health and be able to describe the rationale behind them.
4. Define the concept of sustainability and recognize the role of the United Nations Sustainable Development Goals (UNSDGs) in promoting health and development of individuals and countries worldwide.
5. Recognize prevalent cross-cultural and trans-national health issues within the discipline of Internal Medicine, and appreciate cost-effective approaches to medical care in resource constrained areas.
6. Understand and appreciate how mental health, economic, social, and cultural factors interrelate to affect patient care in a global setting.
7. Understand the benefit and challenges of working with different communities and global partners and be able to recognize strategies to overcome these challenges
8. Gain an understanding of how pre-travel needs assessment and on-site team building skills can foster collaboration and respect between visiting and host institutions.
9. To prepare residents for careers in global health in the areas of population and global public health, medical education, research or clinical medicine.

**Curriculum Description:**

1. **Didactic learning**

* One-month curriculum that covers a variety of key topics in Global Health (described in detail on pg.5)

1. **Experiential learning** 
   * A one-month clinical rotation at an Indian Health Services site in Tuba City, AZ
   * A one-month international clinical rotation at Black Lion Hospital in Addis Ababa, Ethiopia
2. **Group Activities**

* Walk with a Doc Clarkston (2:00 PM, August 26, 2018, Clarkston First Baptist Church parking lot, 3999 Church Street, Clarkston): [Walk with a Doc Clarkston](https://walkwithadoc.org/our-locations/clarkston-ga/)
* David J. Spencer CDC Museum: The Refugee Journey to Wellbeing, [Refugee Journey](https://www.cdc.gov/museum/exhibits/refugee-journey.htm) (August 17, 2018)
* Doctors Without Borders: Forced from Home, In Atlanta October 21-28, [Forced from Home](http://www.forcedfromhome.com/locations/atlanta-ga/).
* Southeast Immigrant Freedom Initiative at Irwin Detention Center, Ocilla, GA. [SIFI Southern Poverty Law Center](https://www.splcenter.org/our-issues/immigrant-justice/southeast-immigrant-freedom-initiative/english/volunteer-sifi)

1. **Deliverables**

Submission of 1-2 pg. self-reflective piece on your on-ground experience following completion of : 1) clinical rotation at Indian Health service site AND 2) international rotation in Ethiopia

* The purpose is to reflect on our own individual motivations for becoming involved in global health and critically think about how poverty, inequity and the environment impacts the health and wellbeing of individuals and communities.
* The learner should seek to purposefully confront not only the illnesses or injustices they encountered during each rotation, but also their own expectations, biases, limitations and attitudes of the “host” community, health system, academic institution or country.
* For examples or inspiration please visit: [Reflections in Global Health, An Anthology CUGH](https://www.cugh.org/announcements/reflection-global-health-anthology)

**August 2018 Didactic Syllabus**

|  |  |
| --- | --- |
| **Session 1**  8/1 | **Introduction to Global Health: RSPH Claudia Nance Rollins Building, Room 7003** |
| * 1:30-2:30 🡪 Group activity and intro to Global Health *(Drs. Kempker & Rebolledo)* * 2:45-3:45 🡪 UN SDGs & GHDP Overview *(Drs. Kempker & Rebolledo)* * 4:00-5:00 PM 🡪 Environmental Health: Reducing child pneumonia in low-resource countries: The Household Air Pollution Intervention (HAPIN) trial *(Dr. Lisa M. Thompson)* |
| **Session 2**  8/8 | **Global Health: RSPH Claudia Nance Rollins Building, Room 7003** |
| * 1:30-2:30 🡪 Current State of Global Health and Future Directions (*Dr.* *Carlos del Rio)* * 2:30-3:30 *🡪*  Working in and Across Health Systems *(Dr. Deborah McFarland)* * 3:30-4:30 🡪 Coffee, Capital, and the Cross: Exploring Resilience among Ethiopian Expert Patients Living with HIV *(Dr. Sophia Hussen)* * 4:30-5:30 🡪 Ethics and Compassion in Global Health (*Dr. David Addiss)* |
| **Session3**  8/15 | **Global Health: RSPH Claudia Nance Rollins Building, Room 7003** |
| 12:30-1:30 🡪 Tuba City, IHS Lunchtime Conference (Danica, Rajasree), Steiner |
| * 2:30-3:00 🡪 Interactive Exercise on Health in Ethiopia *(Drs. Kempker & Rebolledo)* * 3:00-4:00 🡪 Global Health and Human Rights *(Dr. Dabney Evans)* * 4:00-5:00 🡪 Mental Health in Global Health Settings *(Dr. Martha Ward)* * 5:00-6:00 🡪 Medication Access (*Dr. Mehul Tejani)* |
| **Session 4**  8/22 | **Global Health: RSPH Claudia Nance Rollins Building, Room 7003** |
| * 1:30-2:30 🡪 Global Health Ethics *(Dr. James Lavery)* * 2:30-3:30 🡪 Non Communicable Diseases (NCDs) *(Dr. Shivani Patel)* * 3:30-4:30 🡪 EIS *(Dr. Eric Pevzner and EIS Fellows)* * 4:30-5:00 🡪 Fogarty Fellowship Overview *(Dr. Venkat Narayan and Mark Hutchenson)* * 5:00-6:00 🡪 Neglected Tropical Diseases *(Dr. Juan Leon)* |
|  | **Careers in Global Health, Grady Faculty Office Building 300** |
| **Session**  **5**  **8/29** | 12:30-1:30 🡪 Tuba City, IHS Lunchtime Conference (Sherri, Stuart), Steiner |
| * 1:30-2:00 🡪 Discussion on Academic Project for International Rotation *(Drs. Kempker & Rebolledo)* * 2:00-3:00 🡪 Quality Improvement in Low Resource Settings *(Dr. Ethan Molitch-Hou)* * 3:00-4:00 🡪 Global Health Career Panel Career *(Drs. Ameeta Kalokhe, Vincent Marconi, Sara Auld)* * 4:00-5:00 🡪 Preparing for Experiential Learning Experiences and Course Feedback *(Drs. Kempker & Rebolledo)* |

**SPEAKER LIST**

|  |  |  |
| --- | --- | --- |
| **Name** | **Position** | **Profile Link** |
| 1. David Addiss, MD, MPH | Director, The Center for Compassion & Global Health; Program Director, Children without Works, Task Force for Global Health | [David Addiss](https://ccagh.org/about/meet-david-and-julie/) |
| 1. Carlos del Rio, MD | Hubert Professor, Chair of Global Health, Emory RSPH | [Carlos del Rio](https://www.sph.emory.edu/faculty/profile/#!cdelrio) |
| 1. Dabney Evans, PhD, MPH | Associate Professor, Global Health and BSHE, Emory RSPH | [Dabney Evans](https://www.sph.emory.edu/faculty/profile/#!DEVAN01) |
| 1. Sophia Hussen, MD, MPH | Assistant Professor, Global Health and Infectious Diseases, Emory RSPH and DOM | [Sophia Hussen](https://www.sph.emory.edu/faculty/profile/#!SHUSSE) |
| 1. Ameeta Kalokhe, MD | Assistant Professor, Global Health and Infectious Diseases, Emory RSPH and DOM | [Ameeta Kalokhe](https://www.sph.emory.edu/faculty/profile/#!AKALOKH) |
| 1. Russell Kempker, MD, MSc | Associate Professor, Infectious Diseases, Emory DOM | [Russell Kempker](http://medicine.emory.edu/infectious-diseases/emory-first-faculty-directory/profile.html?f=RKEMPKE) |
| 1. James Lavery, PhD, MSc | Hilton Chair Ethics, Professor, Global Health, Emory RSPH | [James Lavery](http://ethics.emory.edu/people/Faculty/Jim_Lavery.html) |
| 1. Juan Leon, PhD, MPH | Associate Professor, Global Health, Emory RSPH | [Juan Leon](https://www.sph.emory.edu/faculty/profile/#!JLEON3) |
| 1. Vince Marconi, MD | Professor, Infectious Diseases, Emory SOM | [Vince Marconi](http://medicine.emory.edu/infectious-diseases/emory-first-faculty-directory/profile.html?f=VCMARCO) |
| 1. Deborah McFarland, PhD | Associate Professor, Global Health, Emory RSPH | [Deb McFarland](https://www.sph.emory.edu/faculty/profile/#!DMCFARL) |
| 1. Venkat Narayan, MD, MSc, MBA | Professor, Global Health, RSPH | [Venkat Narayan](https://www.sph.emory.edu/faculty/profile/#!KNARAYA) |
| 1. Ethan Molitch-Hou, MD | Assistant Professor, Emory University SOM | [Ethan Molitch-Hou](http://medicine.emory.edu/hospital-medicine/emory-first-faculty-directory/profile.html?f=EMOLITC) |
| 1. Shivani A. Patel, PhD, MPH | Assistant Professor, Global Health, Emory RSPH | [Shivani Patel](https://www.sph.emory.edu/faculty/profile/#!spate41) |
| 1. Eric Pevzner, PhD, MPH | Adjunct Associate Professor, BSHE, Emory RSPH | [Eric Pevzner](https://www.sph.emory.edu/faculty/profile/#!EPEVZNE) |
| 1. Paulina Rebolledo, MD, MSc | Assistant Professor, Global Health and Infectious Diseases, Emory RSPH and DOM | [Paulina Rebolledo](http://medicine.emory.edu/infectious-diseases/emory-first-faculty-directory/profile.html?f=PREBOLL) |
| 1. Mehul Tejani, MD, MPH | Assistant Professor, Internal Medicine, Emory SOM | [Mehul Tejani](http://medicine.emory.edu/general-medicine-geriatrics/emory-first-faculty-directory/profile.html?f=MTEJANI) |
| 1. Lisa M. Thompson, PhD, MSN | Associate Professor, Emory School of Nursing/RSPH | [Lisa Thompson](http://www.nursing.emory.edu/faculty-and-research/directory/profile.html?id=4120) |
| 1. Martha Ward, MD | Assistant Professor, Psychiatry and Behavioral Sciences, Emory SOM | [Martha Ward](http://www.med.emory.edu/education/emorydocs/bios/martha-ward.html) |

**CLASS READING/VIEWING ASSIGNMENTS and ACTIVITIES**

**Session I. August 1st, 2018**

Group Introduction Activity:

**Prepare a “Culture Box”**

Prepare a “culture box” and bring it with you to the conference. A "culture box" contains at least two objects that represent important parts of your life story, especially as related to your social identities. If you are unable to bring the physical object with you due to travel or other constraints, please bring a hard copy photograph or print out of the object(s) with you to share. "Social identities" include, for example, race, gender, ethnicity/ethnic group, age, ability status, religion, regional identities, sexual orientation, socioeconomic class, job status, nationality, citizenship, veteran status, etc.  Please focus on whatever social identities you feel are most important to your personal story.

The goal of the box is to help others gain a DEEP understanding of some of the experiences that have made you who you are, including joyous and/or difficult struggles that you have related to your identities.  Please let the "culture box" become a way for your friends and colleagues to get to know you even more fully and richly. Be creative, take prudent risks to tell your story deeply (but please don't feel any pressure to reveal anything you don't wish), and have fun!

**Lecture Readings/Resources:**

1. Introduction to Global Health and Sustainability and Global Health *(Drs. Russell Kempker and Paulina Rebolledo)*

* Lancet Viewpoint article by Dr. Jeffrey Koplan and colleagues: [Towards a common definition of global health, Lancet 2009](https://www.sciencedirect.com/science/article/pii/S0140673609603329?via%3Dihub)
* Annals of Global Health article outline GH Competencies: [Identifying Interprofessional Global Health Competencies for 21st-Century Health Professionals, 2015](https://www.sciencedirect.com/science/article/pii/S221499961501156X?via%3Dihub)
* Website for UN Sustainable Development Goals: [UN SDGs](https://sustainabledevelopment.un.org/)

1. **Environmental Health**: Reducing child pneumonia in low-resource countries: The Household Air Pollution Intervention (HAPIN) trial *(Dr. Lisa Thompson)*

* [Impact of Cook stoves on Health in LMICs](https://thorax.bmj.com/content/early/2018/06/20/thoraxjnl-2017-210952.long)
* [Clean Cook Stoves.org](http://cleancookstoves.org/)

**Additional Readings/Resources**

*Ecological Determinants of Health*

Climate Change and Health

* TEDx Talk: Healthy Planet, Health People by Courtney Howard. Coordinator for International Policy of Lancet Commission on Climate Change: [Healthy Planet, Healthy People](https://www.youtube.com/watch?v=FgIYaklWOK4)

Water

* Global Health Frontiers video on Trachoma: [Trachoma: Defeating a Blinding Curse](https://www.youtube.com/watch?v=hv5iy1G_-Fo)
* Global Health Frontiers video on Guinea Worm: [Foul Water Fiery Serpent](https://www.youtube.com/watch?v=THWLBNvCQm0)
* FiveThirtyEight Podcast on Lead Poisoning in Flint: [Bad Data - And Worse Decisions- Poisoned Flint](https://fivethirtyeight.com/features/bad-data-and-worse-decisions-poisoned-flint/)

Food

* Doctors without Borders Video on Malnutrition: [The silent epidemic of malnutrition](https://www.youtube.com/watch?v=7-0y_H7OGgQ)
* UN Video on undernutrition in Bangladesh: [Undernutrition: understanding the context](https://www.youtube.com/watch?v=lY2jdt_TESM)
* UN Food and Agriculture Interactive Website on Global Food Security: [The State of Food Security and Nutrition in the World, 2017](http://www.fao.org/state-of-food-security-nutrition/en/)

**Session II. August 8th, 2018**

**Lecture Readings/Resources:**

1. **Global Health Priorities:** Current State of Global Health and Future Directions (*Dr.* *Carlos del Rio)*

* Lancet Article on Global Health, HIV, and SDGs: [Advancing global health and strengthening the HIV response in the era of Sustainable Development Goals, Lancet 2018](https://www.sciencedirect.com/science/article/pii/S0140673618310705?via%3Dihub)

1. **Global Health Systems and Healthcare Delivery**: Globalization of Health and Healthcare *(Dr. Deborah McFarland)*

* NEJM Article on an Innovative Program for Scaling up Healthcare in Rwanda: [The Human Resources for Health Program in Rwanda - A New Partnership, NEJM 2013](https://www.nejm.org/doi/10.1056/NEJMsr1302176?url_ver=Z39.88-2003&rfr_id=ori:rid:crossref.org&rfr_dat=cr_pub%3dwww.ncbi.nlm.nih.gov)

1. **Social Determinants of Health:** Coffee, Capital, and the Cross: Exploring Resilience among Ethiopian Expert Patients Living with HIV *(Dr. Sophia Hussen)*

* BMJ Article on Positive Deviance: [The power of positive deviance](https://www.bmj.com/content/329/7475/1177)

1. **Global Health Ethics:** Ethics and Compassion in Global Health (*Dr. David Addiss)*

* The Task Force for Global Health Video on the Role of Compassion in Global Health: [Compassion in Global Health](https://www.youtube.com/watch?v=ydn0H60K3Nk)
* Book Chapter by David Addis (provide in Emory Box): Globalisation of Compassion: The Example of Global Health

**Additional Readings/Resources**

*Social Determinants of Health*

* Ted Talk: On wealth and health by Richard Wilkinson. [How economic inequality harms societies, 2011](https://www.ted.com/talks/richard_wilkinson)
  + - An entertaining, theatrical Gapminder video by Dr. Hans Rosling (1 hour): [Don't Panic: End Poverty](https://www.gapminder.org/videos/dont-panic-end-poverty/)

**Session III. August 15th, 2018**

Review and Discussion of Homework Assignment**:**

**Health in Ethiopia:**

Choose one of the below websites/data sources to give a brief report (5-8 minutes) to the group as described below. The goal of this exercise is to introduce and get you familiar with commonly used and available sources of direct and indirect health information about population health in countries throughout the world.

*Activity Guide:* Spend some time reviewing one of the below websites and reading about something that piques your interest, and report to the group on the following: 1) What resource you used and what it reports on, 2) did you find the website helpful and/or user friendly, 3) any surprising and/or unexpected findings and 4) an issue you read about that is related to one or more 17 UN Sustainable Development Goals ([UN SDGs](https://sustainabledevelopment.un.org/sdgs) ) and how it directly or indirectly may relate to health in Ethiopia.

1. World Bank: [World Bank Ethiopia Country Profile](http://www.worldbank.org/en/country/ethiopia)
2. WHO: [WHO Ethiopia Country Profile](http://www.who.int/countries/eth/en/)
3. World Food Programme: [WFP Ethiopia Country Profile](http://www1.wfp.org/countries/ethiopia)
4. IHME: [IHME Ethiopia Country Profile](http://www.healthdata.org/ethiopia)
5. CDC: [Ethiopia Traveler Information](https://wwwnc.cdc.gov/travel/destinations/traveler/none/ethiopia)  and/or [Ethiopia Clinician Information](https://wwwnc.cdc.gov/travel/destinations/clinician/none/ethiopia)

**Lecture Readings/Resources:**

1. **Global Health Equity**: Global Health and Human Rights *(Dr. Dabney Evans)*

* Ted Talk by Dr. Dabney Evans on Health as a Human Right: [How far would you go for what you believe in?, 2015](https://www.youtube.com/watch?v=5xuNNHY5XNA)
* Universal Declaration of Human Rights: [Human Rights](http://www.un.org/en/universal-declaration-human-rights/index.html)
* UN Document on Human Rights: [Right to the Highest Attainable Standard of Health](http://www.refworld.org/pdfid/4538838d0.pdf)

1. **Global Mental Health**: Mental Health in Global Health Settings *(Dr. Martha Ward)*

* Lancet Article on Mental Health and the SDGs: [Social Determinants of mental disorders and the Sustainable Development Goals: a systemic review of reviews.](https://www.ncbi.nlm.nih.gov/pubmed/29580610)
* International Journal of Epidemiology article on mental health: [The global prevalence of commons mental disorders: a systemic review and meta-analysis 1980-2013.](https://www.ncbi.nlm.nih.gov/pubmed/24648481)
* Council for Foreign Relations Blog: [Silent Suffering: Mental Health as a Global Health Priority](https://www.cfr.org/blog/silent-suffering-mental-health-global-health-priority)

1. **Global Health Systems and Healthcare Delivery:** Medication Access (*Dr. Mehul Tejani)*

* WHO website on essential medicines: [Essential Medicines](http://www.who.int/topics/essential_medicines/en/)

**Session IV. August 22nd, 2018**

**Lecture Readings/Resources:**

1. **Global Health Ethics:** Global Health Ethics *(Dr. James Lavery)*

* American College of Physicians Position Paper: [Ethical Obligations Regarding Short-Term Global Health Clinical Experiences: An American College of Physicians Position Paper, 2018](http://annals.org/aim/fullarticle/2676739/ethical-obligations-regarding-short-term-global-health-clinical-experiences-american)

1. **Global Burden of Disease:** Non Communicable Diseases (NCDs) *(Dr. Shivani Patel)*

* Brief Video from Lancet: [Causes of death: Global Burden of Disease Study 2015](https://www.youtube.com/watch?v=ERvFgjBHizo)

1. **Global Health Careers:** Epidemic Intelligence Service [EIS] (Dr. Eric Pevzner and EIS Fellows)

* CDC Website: [Epidemic Intelligence Service](https://www.cdc.gov/eis/)
* American Journal of Epidemiology article: [Epidemic Intelligence Service of the Centers for Disease Control and Prevention: 50 years of training and service in applied epidemiology.](https://www.ncbi.nlm.nih.gov/pubmed/11724713)

1. **Global Health Careers:** NIH Fogarty International Center Fellowship Overview (Dr. Venkat Narayan and Mark Hutchenson)

* Lancet Profile: [NIH's Fogarty International Center](https://www.ncbi.nlm.nih.gov/pubmed/25025101)
* Emory Fogarty Global Health Fellowship website: [VECD Fogarty Global Health Fellowship](https://www.vumc.org/vecd/)

1. **Global Burden of Disease:** Neglected Tropical Diseases (Dr. Juan Leon)

* Lancet Review on Neglected Tropical Diseases: [Neglected tropical diseases: progress towards addressing the chronic pandemic.](https://www.ncbi.nlm.nih.gov/pubmed/27639954)

**Session 5. August 29th, 2018**

**Lecture Readings/Resources:**

1. **Global Health Systems and Healthcare Delivery:** Quality Improvement in Low Resource Settings *(Dr. Ethan Molitch-Hou)*

* TBD

1. **Global Health Careers:**  Global Health Career Panel Career (Drs. Ameeta Kalokhe, Vincent Marconi, Sara Auld)

* CUGH Article on Global Health Careers (in Emory Box): Global Health, Career Options & Specialization

1. **Global Health Careers/Ethics:** Preparing for Experiential Learning Experiences and Course Feedback *(Drs. Kempker & Rebolledo)*

* American College of Physicians Position Paper: [Ethical Obligations Regarding Short-Term Global Health Clinical Experiences: An American College of Physicians Position Paper, 2018](http://annals.org/aim/fullarticle/2676739/ethical-obligations-regarding-short-term-global-health-clinical-experiences-american)

**ADDITIONAL RESOURCES**

***Recommended Textbooks***

1. *Reimagining Global Health: An Introduction* by Paul Farmer, Jim Yong Kim, Arthur Kleinman, Matthew Basilico. 2013 by The Regents of the University of Press.
2. Foundations of Global Health: An Interdisciplinary Reader by Peter J. Brown and Svea Closser. 2019 by Oxford University Press.

***Websites:***

* Emory Global Health Institute: [EGHI](http://www.globalhealth.emory.edu/index.html)
* Consortium of Universities of Global Health: [CUGH](https://www.cugh.org/)
* United Nations Sustainable Development Goals: [UNSDGs](http://www.undp.org/content/undp/en/home/sustainable-development-goals.html)
* John Hopkins Bloomberg School of Public Health: [Global\_Health\_Now](https://www.globalhealthnow.org/)
* Henry J Kaiser Family Foundation: [KFF Global Health Policy](https://www.kff.org/global-health-policy/)
* Institute for Health Metrics and Evaluation: [IHME: Measuring What Happens](http://www.healthdata.org/)