

GLOBAL HEALTH

Undergraduate Program Handbook



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Revised versions of this handbook may be available online.
Visit: globalhealth.duke.edu/media/publications

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Overview

Duke Global Health Institute

The Duke Global Health Institute (DGHI), established in 2006, brings knowledge from every corner of Duke University to bear on the most important global health issues of our time. DGHI was established as a University-wide institute to coordinate, support, and implement Duke's interdisciplinary research, education, and service activities related to global health. DGHI is committed to developing and employing new models of education and research that engage international partners and find innovative solutions to global health challenges.

<http://www.globalhealth.duke.edu>

Mission of DGHI

DGHI works to reduce health disparities in our local community and worldwide. Recognizing that many global health problems stem from economic, social, environmental, political, and health care inequalities, DGHI brings together interdisciplinary teams to solve complex health problems and to train the next generation of global health leaders.

Directions to DGHI

The Duke Global Health Institute is located in Trent Hall, at 310 Trent Drive, on the corner of Trent Drive and Erwin Road. [Find us on the map](#). The closest bus stops to Trent Hall are:

- Campus buses: C-2 at Flowers Drive (back of building) and H-5 at Trent Drive
- Triangle Transit: Trent Drive and Erwin Road (routes 400 and 405)
- DATA: Duke University Hospital (route 11) and Trent Drive (route 6)

Amenities of Trent Hall:

- ePrint Station, Trent Hall 121
- Student resource and meeting room, Trent Hall 130
- Grace's Cafe for authentic Asian cuisine and fresh smoothies, basement of Trent Hall.

Global Health Central



gh-education@duke.edu

@DGHInsider on Twitter

Trent Hall, Room 128

Your first point of contact for all things global health

Meet the undergraduate global health advising team:



Gary Bennett, PhD, Director of Undergraduate Studies, Global Health

- Inquiries from faculty regarding curriculum or student matters and oversight of undergraduate global health curriculum.

919-617-1020 | gary.bennett@duke.edu



Laura Bey, M.S., Assistant Director, Undergraduate and Medical School Programs

- Inquiries on careers in global health and exceptions to curriculum requirements.

919-613.6293 | laura.bey@duke.edu



Molly Giles, Education Programs Assistant

- All general inquiries, including scheduling, requirements, registration, policies and procedures.

919-681-3599 | molly.giles@duke.edu



Lysa MacKeen, MPH, Assistant Director, Student Fieldwork Operations

- Inquiries on experiential learning requirements, planning, and re-entry, as well Bass Connections in Global Health questions.

919-681-5642 | lysa.mackeen@duke.edu

Major

The mission of the global health major is to educate the next generation of scholars and leaders whose efforts will improve health and help achieve health equity for all people, worldwide. Accordingly, the global health major teaches students to approach global health challenges using both disciplinary and interdisciplinary perspectives.

The global health major is offered only as part of a **co-major program of study**. In other words, students must complete the global health major requirements along with the requirements of any other undergraduate major at Duke.

Major Requirements, Overview

A. Three Core Courses: one course from each category.

- Fundamentals
- Ethics
- Research Methods

The three core courses provide students the fundamental knowledge of global health.

B. Three Foundations Courses: one course from three of the four Foundation categories.

- Global Health Humanities
- Global Health Systems and Policy
- Natural Science in Global Health
- Social Determinants of Global Health

Foundations courses explore the interdisciplinary foundations of global health scholarship across a wide range of scholarly domains. Foundation courses also offer insight into potential avenues of focused study in global health.

C. Three Courses in a Focused Study: three courses in a predetermined or self-proposed theme.

- Cardiovascular Disease and Obesity
- Emerging Infectious Diseases
- Global Cancer
- Global Environmental Health
- Global Mental Health
- Health Systems Strengthening and Innovation
- Maternal and Child Health

Students will select a sequence of three courses that are thematically aligned and relate to an area of scholarly interest, research agenda, or career objective. Predetermined themes correspond to DGH's Research Priorities, reflecting critical global health challenges in which Duke has particular intellectual strength.

Each of the seven Focused Study themes includes a menu of course options. Non-GLHLTH courses may be included in a Focused Study. Students proposing their own theme or selecting a course outside of the provided menu must provide a rationale for their selection, including how the thematic area complements their co-major and how the sequence of courses relate to their research or career interests through the [Focused Study approval form](#), due April 15 of a student's third year.

D. One Senior Seminar Course:

- Global Health Capstone

The senior seminar requires students to apply analytical tools from their coursework to a specific and practical global health problem. Students prepare written reports and poster presentations that they share with global health faculty and staff.

E. One Experiential Learning Activity:

Students complete an eight-week or 320 hour experiential learning opportunity internationally or in the US prior to the spring semester of their senior year. The global health ethics course requirement must be completed prior to experiential learning and students conducting research are recommended to complete the methods requirement prior to starting the research project.

Experiential learning opportunities to consider:

- DGHI Student Research Training program
- Internships
- DukeEngage
- Independent Research Projects with a faculty mentor

F. One Statistics Co-requisite:

- The co-requisite must be a course listed or cross-listed in the Department of Statistics Science or via a statistics course in a student's co-major.



GLOBAL HEALTH MAJOR REQUIREMENTS

GLOBAL HEALTH CENTRAL: Trent Hall, Room 128
 (919) 681-3599 | gh-education@duke.edu | twitter: @DGHInsider

NAME: _____

CO-MAJOR: _____

Co-major: completed with the requirements of any other major
Components: eleven courses and an experiential learning activity

3 CORE COURSES	
Category	Course
<input type="checkbox"/> Fundamentals	<p>GLHLTH 101 Fundamentals of Global Health [CCI, SS, STS]</p> <p>Approval provided for the previously offered PUBPOL 166/GLHLTH 161 Introduction to Global Health</p>
<input type="checkbox"/> Ethics	<p>PUBPOL 330/GLHLTH 210 Global Health Ethics [EI, SS] GLHLTH 373S Global Health Service, Research, Ethics [EI, SS] GLHLTH 341 Ethics of Infectious Disease [CCI, EI, SS] PHIL 281/GLHLTH 241 Global Bioethics [CZ, EI]</p> <p><i>Summer Session:</i> GLHTLH 390S Global Health & Human Rights [CCI, EI, SS] GLHTLH 390S Global Clinical Research Ethics [EI, SS]</p>
<input type="checkbox"/> Research Methods	<p>GLHLTH 371 Research Methods in Global Health [R, SS] <i>Summer Session:</i> GLHTLH 390S Global Clinical Research Methods [R, NS]</p>

3 FOUNDATION COURSES	
Category	Course
<input type="checkbox"/> Global Health Humanities	<p>CULANTH 424T/GLHLTH 321T Medical Anthropology [CCI, EI, SS, STS] GLHLTH 220S/CULANTH 218S Anthropology & Global Health [EI, STS, SS] GLHLTH 302S Narratives of Living with HIV/AIDS [ALP, CCI, SS] GLHTLH 323/ROMST 220 Trauma & Global Mental Health, Haiti [ALP, CZ, CCI] GLHLTH 301/CULANTH 247 Indigenous Medicine & Global Health [CCI, SS]</p>
<input type="checkbox"/> Global Health Systems & Policy	<p>GLHLTH 303 Global Health Systems & Policy [CCI, SS, STS] PUBPOL 165 Introduction to US Health Care System [SS] PUBPOL 190FS International Law & Global Health [SS, CCI, EI] PUBPOL 590 Comparative Health Care Systems [SS]</p>
<input type="checkbox"/> Natural Science in Global Health	<p>EVANTH 285D/GLHLTH 304D. Human Health in Evolutionary Perspective [NS, STS, R] BIOLOGY 153 Ecosystem Health and Human Well-Being [NS, STS] BIOLOGY 154 AIDS and Other Emerging Diseases [NS, STS]</p>
<input type="checkbox"/> Social Determinants of Global Health	<p>GLHLTH 305 TBD. To be taught Spring 2015. GLHLTH 212 Gender, Poverty, and Health [SS] HISTORY 369 History of Public Health & Epidemic Disease in America [CZ, R, STS] PUBPOL 590S Health Inequalities [CI, EI, R, SS] SOCIOL 361/GLHLTH 340 Social Determinants of US Health Disparities [SS]</p>

1 SENIOR SEMINAR	
Category	Course
<input type="checkbox"/> Senior Seminar	<p>GLHLTH 501 Global Health Capstone [R, SS]</p>

1 STATISTICS CO-REQUISITE	
Category	Course
<input type="checkbox"/> Statistics	<p>Course listed/cross-listed in the Department of Statistics Science OR a statistics course in co-major: BIOLOGY 204, ECON 208D, EVANTH 381, MATH, POLSCI 471L, PSY 201, and SOCIOL 333.</p>

1 EXPERIENTIAL LEARNING ACTIVITY

Experiential learning opportunities must address a global health challenge. Contact gh-education@duke.edu to see whether your experiential learning activity will qualify. Please describe the experience, including the partner organization, location, supervisor/preceptor/mentor, and your role.

General requirements

- **TIME COMMITMENT** Complete an eight-week fulltime or 320-hour experiential learning activity prior to the spring semester of senior year
- **TIMING** Project must be started after declaring the global health major
- **LOCATION** International or domestic experiences qualify
- **PRE-REQUISITE** Complete the global health ethics course
- **APPROVAL** Receive approval before beginning experience; retroactive approval will not be permitted for experiences begun after 9/2013
- **PRE-ACTIVITY** Attend pre-experience workshops during the month of April prior to the experiential learning
- **POST-ACTIVITY** Attend post-experience workshops

Eligible experiences

- **DGHI STUDENT RESEARCH TRAINING (SRT) PROGRAM**
- **DUKEENGAGE** Projects addressing health and working with an underserved community are eligible. Independent DukeEngage projects require approval
- **INTERNSHIP** with a global health program, policy or research lab
- **FACULTY-MENTORED INDEPENDENT RESEARCH PROJECT** Field- or lab-based research mentored by a DGHI faculty member or faculty affiliate

Forms

- **[PRE-APPROVAL FORM](#)** **Due April 1** - Completed by the student to describe the proposed activity and its relation to global health
- **[POST-EXPERIENCE REPORT FORM](#)** **Due September 15** - Completed by the student to summarize the experience and reflect upon its connection to the student's academic study and the greater global health context

3 FOCUSED STUDY COURSES FROM ONE SELECTED THEME

Students select a sequence of **three courses** from one theme and relate to an area of scholarly interest, research agenda, or career objective. DGHI offers seven Focused Study themes. Students may also propose their own focused study sequence by identifying a theme and three relevant courses of their focused study.

1. _____ 2. _____ 3. _____

- Use the menu on the next two pages to guide your course sequence.
- To propose your own theme or a course outside of the provided menu, follow the guidelines in "Self-Proposed Study" section below.
- Courses fulfilling the Foundations requirement may not be used to fulfill the Focused Study requirement.
- Only one research independent study may be used to complete the Focused Study requirement, if approved by the DUS.
- Non-research independent studies do not count toward the major.

SELF-PROPOSED STUDY

- Submit a 500 word essay explaining the proposed sequence through the **[FOCUSED STUDY APPROVAL FORM](#)** by **April 15 of Junior year**
- The essay should describe the proposed theme, how each course supports the theme, and how this theme is relevant to the student's long-term goals.
- Self-proposed themes may explore a range of topics including but not limited to, culture, ethics, human rights, language, and applied methods.

FOCUSED STUDY THEME	Course Menu	Course(s) Used not on Menu
CARDIOVASCULAR DISEASE AND OBESITY	<p>CULANTH 309S Food and the Body (CL: GLHLTH 320S) [SS, CCI, STS] DOCST 344S Our Culinary Cultures (CL: CULANTH 258S) [ALP, CCI, W] EVANTH 355 Food for Thought: The Biology of Nutrition [NS, R, STS] GLHLTH 362 Introduction to Epidemiology: Focus on Global Health [SS, STS] GLHLTH 641 Non-Communicable Diseases [NS, SS, STS] HISTORY 371 Feast or Famine: Food in Global History [CCI, STS, CZ, SS] PSY 205 Health Psychology and Behavior Change (CL: GLHLTH 273) [SS] PSY 211 Media and Health Communication (CL: GLHLTH 261) [SS] WOMENST 275 Food, Farming and Feminism (CL: GLHLTH 225; ENVIRON 209) [CCI, EI, SS]</p>	
EMERGING INFECTIOUS DISEASES	<p>AMES 409S Discourse of Disease (CL: ICS 404S, VMS 238S, AMI 215S) [ALP, CCI, CZ, STS] BIOLOGY 154 AIDS and Other Emerging Diseases (CL: ICS 103) [NS, STS] BIOLOGY 365 From Influenza A to Varicella Zoster: The Physiology, Ecology, and Evolution of Infectious Disease [NS] BIOLOGY 212L General Microbiology [NS] EVANTH 385D Primate Disease Ecology and Global Health (CL: GLHLTH 315D) [NS, STS, R] GLHLTH 341 Ethics of Infectious Disease [CCI, EI, SS] GLHLTH 362 Introduction to Epidemiology: Focus on Global Health [SS, STS] GLHLTH 530S Introductory Demographic Measures and Concepts (CL: PUBPOL 532S) [SS] IMMUNOL 544 Principles of Immunology (CL: BIOLOGY 515) [NS, R] MGM 552 Virology MGM 582 Microbial Pathogenesis PUBPOL 580S Water, Cooperation and Conflict (CL: GLHLTH 533S; ENVIRON 543S) [R, SS, STS]</p>	
GLOBAL CANCER	<p>BIOLOGY 219 Molecular Genetics and Genomics [NS] BIOLOGY 420 Cancer Genetics [NS, R] BIOLOGY 452S Genes and Development [NS] COMPSCI 260 Introduction to Computational Genomics [NS, QS] CULANTH 341 Survival in Precarious Times [CCI, CZ, EI, SS] EVANTH 355 Food for Thought: The Biology of Nutrition [NS, R, STS] GENOME 508S Global Health and Genomics (CL: GLHLTH 510S) [EI, STS, NS, SS] GENOME 590S Cancer and the Genome (CL: PUBPOL 590S) GLHLTH 362 Introduction to Epidemiology: Focus on Global Health [SS, STS] GLHLTH 641 Non-Communicable Diseases [NS, SS, STS] PSY 211 Media and Health Communication (CL: GLHLTH 261) [SS] SOCIOL 263 Aging and Health [EI, SS, W]</p>	
GLOBAL ENVIRONMENTAL HEALTH	<p>BIOLOGY 153 Ecosystem Health and Human Well Being (CL: ENVIRON 153) [NS, STS] BIOLOGY 262 People, Plants and Pollution: Introduction to Urban Environments (CL: ENVIRON 274) [NS, STS] BIOLOGY 263 Biological Responses to Climate Change (W, NS) CULANTH 395AS Environment, Health and Development in China (CL: GLHLTH 383AS, POLSCI 214AS) [CCI, EI, SS, STS] ENVIRON 360 Environmental Chemistry and Toxicology (CL: Energy and the Environment) [NS, STS] ENVIRON 501 Environmental Toxicology ENVIRON 537 Environmental Health [NS, STS] ENVIRON 538 Global Environmental Health: Economics and Policy (CL: GLHLTH 538, PUBPOL 582) [SS, STS] EOS 524 Water Quality and Health GLHLTH 362 Introduction to Epidemiology: Focus on Global Health [SS, STS] GLHLTH 636S Methods in Spatial Epidemiology and Demography (CL: ENVIRON 636S) [STS, SS] PUBPOL 580S Water, Cooperation and Conflict (CL: GLHLTH 533S; ENVIRON 543S) [R, SS, STS]</p>	

FOCUSED STUDY THEME	Course Menu	Course(s) Used not on Menu
<p>GLOBAL MENTAL HEALTH</p>	<p>BIOLOGY 421 Biology of Nervous System Diseases (CL: NEUROSCI 421S, PSY 477S) [NS] CULANTH 227 Anthropology and Psychology (CL: PSY 227) [CCI, SS] CULANTH 424 Medical Anthropology (CL: GLHLTH 321) [EI, SS, STS, W] GLHLTH 362 Introduction to Epidemiology: Focus on Global Health [SS, STS] GLHLTH 363S Fundamentals of Global Mental Health (CL: PSY 323S, CULANTH 323S) [R, W, SS] GLHLTH 560S Global Mental Health (CL: PSY 611S, CULANTH 611S) [CCI, NS, R, SS, STS] GLHLTH 641 Non-Communicable Diseases [NS, SS, STS] NEUROSCI 380L Functional Anatomy of the Human Brain (CL: PSY 375) [NS, STS] PSY 205 Health Psychology and Behavior Change (CL: GLHLTH 273) [SS] PSY 206 Alcohol: Brain, Individual, and Society [NS, R, SS, STS, W] PSY 276 Brain and Behavior (CL: NEUROSCI 211) PSY 273 Behavior and Neurochemistry (CL: NEUROSCI 363) PSY 274 Drugs, Brain and Behavior (CL: NEUROSCI 360) PSY 306 Research Methods in Health and Clinical Psychology [R, SS, W]</p>	
<p>HEALTH SYSTEMS STRENGTHENING & INNOVATION</p>	<p>AAAS 390S War and Public Health in Africa (CL: GLHLTH 390S, PUBPOL 290, CULANTH 290S) [CCI, CZ, SS] BME 462L Design for the Developing World [DR, GR] CEE 315 Engineering Sustainable Design and Construction [QS, STS] ECON 246 Global Health Supply, Organization, and Financing (CL: GLHLTH 332) [QS] ECON 334 Health Economics (CL: PUBPOL 331) [SS] ECON 390 Economics of Global Health (CL: GLHLTH 390) [STS, SS] EGR 261 Natural Catastrophes: Rebuilding from Ruins (CL: PUBPOL 277, ENVIRON 262) [NS, SS, STS] GLHLTH 351 Global Health and International Development in the Nonprofit Sector [SS, CCI] GLHLTH 590S Introduction to mHealth [SS] HISTORY 113D Introduction to Medicine, Science and Technology (CL: GLHLTH 174D) [STS, CZ] ICS 195 Comparative Approaches to Global Issues (CULANTH, RELIGION, SOCIOL, HISTORY, POLISCI 195) [CCI, CZ, SS] PUBPOL 165 Introduction to US Health Care System [SS] PUBPOL 590.01 Comparative Health Care Systems [SS] PUBPOL 590S.18 Narratives of Development [CCI, EI, ALP, SS] PUBPOL 590S.20 Law, Development and Human Rights (CL: GLHLTH 590S) [CCI, EI, SS] PUBPOL 642S Designing Innovation for Global Health: From Philanthropy to People [EI, SS, STS] SPANISH 306 Health, Culture and the Latino Community (LSGS 306) [CCI, FL]</p>	
<p>MATERNAL AND CHILD HEALTH</p>	<p>AMES 409S Discourse of Disease (CL: ICS 404S, VMS 238S, AMI 215S) [ALP, CCI, CZ, STS] CULANTH 271 Gender and Culture [CCI, SS] CULANTH 218S Anthropology and Global Health [EI, STS, SS] GLHLTH 212 Gender, Poverty and Health (CL: SOCIOL 212) [SS] GLHLTH 362 Introduction to Epidemiology: Focus on Global Health [SS, STS] GLHLTH 571 Introduction to Maternal and Child Health [SS] PSY 207 Child Clinical Psychology [SS] PSY 220 The Psychology of Gender (CL: WOMENST) [CCI, SS] SPANISH 306 Health, Culture and the Latino Community (LSGS 306) [CCI, FL] WOMENST 275 Food, Farming and Feminism (CL: GLHLTH 225, ENVIRON 209) [CCI, EI, SS] WOMENST 401 Gender and the Law (CL: LIT 430, PUBPOL 315) [CCI, EI, SS]</p>	

Minor

The global health minor provides a solid foundation in global health and offers the flexibility to work well with any major. It does not include an experiential learning component, but does allow you to learn from the outstanding global health faculty.

Requirements Overview

Two Core Courses

- Fundamentals GLHLTH 101 Fundamentals of Global Health
- Ethics Choose from:
 - PUBPOL 330 / GLHLTH 210 Global Health Ethics
 - GLHLTH 341S Ethics of Infectious Disease Control
 - GLHLTH 373S Global Health Service, Research, Ethics
 - PHIL 281 / GLHLTH 241 Global Bioethics

Three Elective Courses

- Three Global Health courses at any level. Cross-listed courses and up to 2 transfer credits are acceptable, but courses taken satisfactory/unsatisfactory and Advanced Placement credits do not count toward the minor.

Global Health Certificate (*no longer offered*)

Current global health certificate students are encouraged to transfer their certificate credits to the global health major or minor. Any student who matriculated before Fall 2013 will have the option of completing the certificate or pursuing a pathway into the global health major or minor.

Certificate students who have received approval for their certificate fieldwork experience may use that activity to fulfill the global health major experiential learning requirement.

Experiential Learning in the Global Health

Experiential learning is central to the undergraduate global health major. It provides students with an opportunity to apply their classroom-based learning outside of the classroom in a global health context. One of the primary objectives of experiential learning is to facilitate a greater depth of understanding of the determinants and solutions to global health challenges.

Experiential learning requirements

- Must address a global health challenge.
- Must be eight-weeks or 320 hours in duration.
- Must be completed after the global health ethics course requirement.
- Must be completed before the spring semester of a student's senior year.
- Must be completed in conjunction with pre- and post-activity workshops.

Eligible experiential learning

- **DGHI Student Research Training (SRT) program.**
- **Internships.** Internships working with on a global health program, policy or research question may be eligible.
- **DukeEngage.** DukeEngage group and independent projects addressing a health component and working with an underserved community may be eligible.
- **Bass Connections in Global Health** Bass Connections projects that address topics of health disparity and include a fieldwork component may be eligible.
- **Faculty-mentored independent research.** Independent research that is conducted under the mentorship of a DGHI faculty [member](#) or [affiliate](#). Students who are interested in pursuing a research experience with a non-DGHI faculty member or affiliate must be co-mentored by a DGHI faculty member. Students who are not able to identify a DGHI member as a secondary mentor should contact the undergraduate studies office.

Approval of experiential learning

- [Pre-approval form](#), due April 1.
- [Post-experience report](#), due Sept 15.
- Participation in the re-entry retreat.

Experiential learning activities must receive approval in advance. No retroactive approval will be provided for activities conducted after 9/2013. Some activities, such as the SRT program, are pre-approved and do not require completion of the pre-approval form. For a list of experiential learning project opportunities, including pre-approved programs, please visit:

<https://globalhealth.duke.edu/education-and-training/experiential-learning>

FAQ on experiential learning

I am planning an experiential learning project for this summer; will it count toward the global health major requirement?

All experiential learning activities must address a global health challenge. If you are unsure whether this is the case for your planned project, contact us at gh-education@duke.edu. Many projects, such as all SRT programs and some Bass Connections projects, are pre-approved to fulfill the requirement. Remember, all experiential learning must be eight-weeks or 320 hours in duration and be conducted after having completed the ethics course requirement and before the spring semester of senior year.

What are some tips for starting a faculty mentored independent research project?

The process for conducting a mentored research project begins with careful planning. Students are advised to connect to, Lysa MacKeen, Assistant Director for Student Fieldwork Operations, early in the process. A comprehensive guide for students interested in completing an independent research project is available through the DGHI Fieldwork Guide, which can be found online:

https://globalhealth.duke.edu/sites/default/files/publications/fieldwork_manual_11.19.12.pdf.

Student Research Training (SRT) Program

The DGHI Student Research Training Program is an intensive experiential learning program that engages second and third year undergraduate students in the development, implementation and assessment of a community-based project. Students will have the opportunity to work in various locations across the globe on issues ranging from infant mortality to health care mapping and access to care for migrant populations. Each project has both a Faculty Project Director and a Community Partner, giving students the opportunity to work closely with university and community representatives.

Requirements

Students are expected to make a significant commitment to preparing for their experiential learning experience. This includes readings and background research, as well as attending:

- Regular meetings with faculty directors
- Pre-departure workshops focused on project development and implementation
- Post-activity workshops focused on reentry and processing the experience
- Public presentations of the experience

Applying

Duke students interested in the Student Research Training Program are selected through a rigorous application process and engage in six months of training and preparation prior to their fieldwork experience. To apply:

- Choose a project location that interests you
- Complete the program application
- Send a CV and a copy of your most recent transcript to gh-fieldwork@duke.edu.

Common SRT Program Locations

- Guatemala
- Haiti
- India
- Sri Lanka
- Tanzania
- Uganda
- United States

For questions about the SRT Program, contact Lysa MacKeen (lysa.mackeen@duke.edu).

All SRT Program projects fulfill the global health major experiential learning requirement.

Bass Connections in Global Health

Bass Connections is a new university-wide initiative launched by a \$50 million gift from Anne and Robert Bass. It will provide students with greater exposure to inquiry across the disciplines, partnership with unlikely fellow thinkers, sustained mentorship in teams, and the chance to experience the intersections of the academy and the broader world. Beginning in fall 2013, students will be able to pursue problem-focused pathways through their Duke experience in five initial thematic areas:

- Brain & Society
- Information, Society & Culture
- **Global Health**
- Energy
- Education & Human Development

These pathways will complement the study of a particular discipline or major, enabling students to focus on contemporary social challenges, even while studying the liberal arts, learning a profession, or obtaining depth in a discipline. For general information on Bass Connections, visit:

<http://bassconnections.duke.edu>

Global Health (led by Dr. Randall Kramer)

Bass Connections in Global Health will support students and faculty to work creatively and collectively to address health disparities worldwide through an integrated suite of education programs and activities on campus and in the field. Recognizing that a sustained comprehension of global health can come only through immersive experiences and collaboration with community partners, Bass Connections in Global Health will offer opportunities for students – undergraduate through doctoral – to participate in coursework, experiential learning and field projects to find solutions to global health challenges.

For more information on Bass Connections in Global Health and current project listings visit:

<https://globalhealth.duke.edu/education-and-training/bass-connections>

Some Bass Connections in Global Health projects may fulfill the global health major experiential learning requirement.

Advising for Global Health

I am new to Duke and/or global health, where do I start?

If you are new to global health and wondering how you can learn more about the field, consider participating in one of the following activities:

- Attend a global health seminar with faculty, students, and invited guests.
- Attend the monthly DGHI global health journal club
- Attend the annual Global Health Showcase, which occurs each October.
- Set up a meeting with through Global Health Central: gh-education@duke.edu.

To stay up to date on all global health events at Duke, such as seminars and the journal club, sign up to the weekly newsletter from DGHI: globalhealth.duke.edu/media/newsletter.

GLHLTH 101 Fundamentals of Global Health, the introductory course for the major and minor that covers global health issues and challenges, is the most appropriate gateway course for students interested in global health. The course is offered fall and spring.

Global health is definitely for me, how do I build it into my academic program?

Duke offers a major and minor in global health, as well opportunities for students to engage in global health through experiential learning and Bass Connections in Global Health.

The major is designed as a rigorous pathway into a long-term career in global health, where the minor offers a more flexible approach to studying the field. Students may participate in a global health experiential learning activity, such as the SRT Program or Bass Connections, without enrolling in the major or minor; however, some programs are competitive and preference could be given to students with prior commitment in global health.

The major or minor in global health sounds great – where do I sign up?

Sophomores can declare a major by completing the Long Range Plan and submitting it to the Academic Advising Center. You can declare your major any time during your sophomore year but no later than the Friday before mid-semester break during your fourth semester of enrollment. For most students, this deadline is the Friday that spring break begins.

See the policy and procedure in full here: trinity.duke.edu/undergraduate/academic-policies/declare-major.

Remember: as a co-major, you must also declare a non-global health major when declaring the global health major.

I'm a new global health major – what do I do next?

Upon declaring the global health major, all students will receive a welcome email from the Global Health Central team and an entrance questionnaire to complete. Students are then required to meet

with the Global Health Central team to discuss their long-range plan and academic schedule to graduation.

After meeting with Global Health Central, each global health major student will be assigned a Global Health Faculty Advisor. The faculty advisor will be available to students to provide additional guidance in their long range global health plans, including advice in global health research and careers.

Students will be matched to a Global Health Faculty Advisor based on the student's long-range plan and the global health major entrance questionnaire, with consideration of current faculty advising load. Whenever possible, students will be matched to a faculty advisor who has an affiliation in their co-major department or school. While students will be assigned faculty advisors, they may petition the DUS to switch advisors, pending faculty capacity.

I'm a new global health minor – can I also receive global health advising?

The entire Global Health Central team is available to meet with every student, whether they enroll in the major, minor or just have a passing interest in global health. Feel free to email gh-education@duke.edu to schedule an appointment to discuss course selection, experiential learning, and careers in global health.

Study Abroad in Global Health

Study abroad is an exciting opportunity for many global health students. The Global Education Office for Undergraduates (GEO) is the best resource for information on study abroad programs, policies and procedures. To learn more, visit: <http://globaled.duke.edu>.

Planning in advance is important to the success of any study abroad experience. Global Health and GEO staff are available to advise students in planning their coursework and study abroad experience. Interested students should contact gh-education@duke.edu for an advising session, so that they can learn how to make their global health and study abroad experience a success.

Eligible Programs

Courses taken in study abroad must receive approval through the GEO office in advance of starting the program. The Course Approval Database offers a list of courses approved for global health transfer, including courses in the following programs:

- Boston University Geneva Internship Program
- Duke Semester in India
- Duke Kunshan University (DKU) Undergraduate Global Learning Semester
- Kings College London: Global Health and Social Medicine Track
- SIT – Brazil: Public Health, Race, and Human Rights
- SIT – Chile: Public Health, Traditional Medicine, and Community Empowerment
- SIT – Switzerland: Global Health and Development Policy

Visit the database here: <https://courseapproval.studyabroad.duke.edu/cgi-bin/study.pl>

Courses not already approved on the database must receive pre-approval. Students pursuing transfer credit should be prepared to provide the course syllabus. To learn more about the transfer credit process, visit: http://globaled.duke.edu/for_students.

Transfer Credit

Students may use up to three transfer credits toward their global health major and up to two elective transfer credits toward their global health minor. Additional courses completed in study abroad will count toward a student's overall credit requirement and, possibly, requirements in their non-global health major or other minors or certificate programs.

Check with university transfer credit policy in advance of pursuing credit for courses not taken at Duke University: <http://trinity.duke.edu/undergraduate/academic-policies/transfer-credit>.

Independent Study in Global Health

Independent study enables a student to pursue for course credit a research or other academic topic of interest under the supervision of a faculty member. Independent studies fall under two categories: independent study (non-research) and research independent study.

Policies, procedures and approval forms for both independent studies are available online: <http://trinity.duke.edu/undergraduate/academic-policies/independent-study>. Independent study applications must include the following information:

- Title and description of proposed study,
- Nature of final product,
- Scheduled meetings and work expectations,
- And, how the grade will be based.

Global health independent study approval process

- First, make sure you and a faculty member agree on the title, plan of study, objectives and expectations, as well as on the nature of the final product and evaluation criteria.
- Complete the [global health independent study application form](#) by one week before the end of drop/add of the semester of the independent study.
- Receive notice on DUS approval via email

Please note that it is longstanding policy in Trinity College that students may not receive academic credit for work (e.g., in a lab, an internship, etc.) for which they receive monetary compensation.

Up to one research independent study may count toward global health major and minor course requirements. A non-research independent study will not count toward global health requirements. All global health research independent study application must be approved by the DUS. In order to enroll in a research independent study, students must have completed their core course requirements.

Independent Study Grants

The Undergraduate Research Support (URS) office offers grants to help defray research expenses of up to \$400 for Trinity and Pratt students enrolled in faculty-supervised independent study courses or the equivalent, such as thesis and research capstone courses. A grant funds may purchase approved supplies and equipment (which become the property of the University) for the research project. For more information about this grant opportunity, visit:

<http://undergraduateresearch.duke.edu/programs/urs-independent-study-grants>.

Graduating with Distinction in Global Health

Students majoring in global health may pursue the following tracks leading to graduation with distinction:

- Graduation with distinction in global health
- Graduation with distinction in global health and the non-global health major through a double honors thesis
- Graduation with distinction in the non-global health major

Students interested in graduating with distinction in global health are encouraged to pursue a double honors thesis, as this will give you an opportunity to integrate what you have learned in your two majors. Students earning double honors will have both distinctions indicated on their transcript and their names will appear in both programs' entries on the Commencement program.

Requirements

For a complete list of the requirements and the application form for graduation with distinction, visit: <http://trinity.duke.edu/undergraduate/academic-policies/gwd>

Application Deadline

Applications are due the last day of drop/add the fall semester of senior year.

Getting Started

Work on a senior honor thesis begins long before senior year. Defining a research question and faculty mentors to help you explore such a question can occur well in advance of the graduation with distinction application deadline. Here are some great resources to start:

Duke Global Health Institute

- Student Fieldwork Manual, including advice on planning a project.
Available: <https://globalhealth.duke.edu/media/publications>

Duke Undergraduate Research Support Office

- How to Begin: <http://undergraduateresearch.duke.edu/started/getting-started>
- Tips for Contacting Mentors: <http://undergraduateresearch.duke.edu/started/tips-contacting-mentors>

Duke Libraries

- Undergraduate Services for Honors: <http://library.duke.edu/services/undergraduate/honors>

Deadlines

- **September** (last day of drop/add senior year): Application due. Double honors theses must be submitted at the time of the earliest non-global health department/program deadline.
- **March 1:** Suggested deadline to submit complete first draft to thesis committee for review. Theses submitted to committees without an opportunity for feedback are likely to be declined for distinction.
- **April 1:** Deadline to set date and time for public presentation of thesis. Students should find a day and time when their committee is available to attend and submit the information to
- **April 20 by 5:00pm:** Last day to submit final thesis. Two paper copies are due to Global Health Central (Trent 128) and a PDF copy submitted to gh-education@duke.edu.

Thesis Format

The final thesis length should be determined in consultation with the student's faculty mentor, with a recommended length of 40 pages. The final document must contain the following sections:

1. Abstract
2. Table of Contents
3. Body. The suggested sections of the body are: introduction, methods, results, and discussion
4. Footnotes
5. Bibliography

A cover page must be included that contains: title, student's name, three lines for the thesis committee members names and signatures, DUS name and signature, and date.

Suggested margins: 1 ¼" left and 1" top, bottom and right. Page numbers should be centered and the document double-spaced.

Library Facilities

The Duke University Libraries currently hold close to 3000 books on the subject of global health, of which approximately 400 are available online. In addition, there are about 340 data sets in the subject area of global health, 110 videos or DVDs, 46 journals and 13 databases available for research on this topic. Visit the LibGuide for Global Health for an entry point into the study of global health at Duke University: http://guides.library.duke.edu/global_health.

Student Groups

Student Council

The Student Council works with DGHI leadership to guide student programs and engagement. Members of the Student Council represent all students enrolled in full-time academic programs at Duke, including undergraduate, graduate and professional schools.

The Student Council:

- Communicates student interests in global health
- Reviews and advises on the Institute's activities
- Identifies and proposes new global health programs for the Institute
- Participates, as appropriate, in the work of the Institute to ensure that DGHI programs meet the needs of the student body
- Represents the Council on the Executive Committee

Applications to join the Student Council are available in the fall of each year.

Duke Partnership for Service (dPS) and Global Health Week

Duke Partnership for Service (dPS) is the governance organization for student service groups, social action groups, and initiatives of all sorts. 65+ student-run service organizations are a part of dPS, and they range from involvement in education, health, the environment, and much more. To learn more, visit: <http://dps.dukegroups.duke.edu>.

Since 2008, members of the dPS have coordinated the annual Global Health Week. The event features over 20 organizations and various activities educating and engaging the Duke community in global health. To learn more, visit: <http://globalhealthweek.wordpress.com>.

Careers in Global Health

Global health is an expansive, multi-disciplinary field containing many different career opportunities. Educational requirements for a global health career will depend heavily on the specialty and necessary skills for a particular position. Almost every job in global health will rely on a foundation of research, communication and management skills with a strong understanding of working across diverse cultures, environments and political contexts. In general, global health careers will fall into one of four categories: health care provision, research and policy, program management and advising, and program development.

Health Care Provision

Health care providers are responsible for delivering clinical care to patients sick around the world. Clinical care job positions can include physicians, nurses, midwives, physician assistants and community health workers. Health care providers in the field of global health not only focus on delivering care to individuals and communities, but also on how best to deliver the care in challenging situations, such as during a conflict or disaster.

Just as in domestic clinical careers, entry-level positions in clinical care in global health are mostly limited to nursing graduates. A Bachelor's of Science in Nursing (BSN) with experience working in low-resource settings, for example, can provide skills to work as a trainer of community health care workers. A Master of Science in Nursing (MSN) will increase the number of opportunities and may open doors to engaging in clinical research.

Professional medical degrees (MD, MB ChB, MBBS) will provide the most in-depth training for individuals interested in working as a health care provider in global health. Specializing in family medicine, emergency medicine and internal medicine are particularly helpful as they offer skills relevant to the entire population, particularly in disaster or low-resource settings. In addition, post-doctoral positions or concentrations in infectious disease are also valuable.

Research and Policy

The field of research and policy broadly describes career paths associated with the intersection of research, technology, government and society. Specifically, jobs in this field will include working for academic institutions, research organizations, think tanks, governmental agencies and policy groups.

Positions in research and policy are often funded through large grants from the government or federal agencies (PEPFAR or NIH), foundations (Bill & Melinda Gates or Rockefeller), private businesses (Goldman Sachs or Nokia), endowments or multi-lateral funding agencies (the Global Alliance for Vaccines and Immunisations or the Global Fund). Work in this field helps shape future global health practice and policy at the community, national and international levels.

Entry-level positions – research assistant, program assistant, research analyst – in the field of research and policy will require at minimum a BA or BS, often with a focus in a policy or a technical field. As a competitive field, inexperienced job candidates can expect to have to work their way up, often from an internship or entry-level, non-technical position.

A masters, such as an MSc-GH or MPH, or doctoral degree or will provide more opportunities for senior-level positions. These positions – faculty, director of research, principal – will often require a combination of both experience and technical expertise.

Program Management and Advising

A large number of organizations, from multilateral organizations such as UNICEF to a small NGO with a staff of three, require individuals to run the many activities of their mission. These positions largely fall under the realm of program managers or technical advisors.

Program managers need to be adept at managing people, resources, work plans and budgets to further a research and/or implementation agenda. In addition to core skills in problem solving and management, international positions will often require experience living overseas and competence in at least two languages.

While similar to program managers, technical advisors often specialize in a particular subject or practice, including implementation science, monitoring and evaluation, logistics and supply chains, or training and education. Sometimes serving as generalists, they will more likely work with a specific population or subject matter, such as HIV/AIDS, malaria, reproductive and child health, etc.

Program management often requires a masters degree and professional experience, specifically in working across cultures. Getting the requisite experience can often be difficult, but entry-level positions in administrative support, such as a program assistant or administrative assistant, can prove to be effective methods of learning the necessary management skills. Likewise, recent BA/BS graduates will find it difficult to enter immediately into the field of technical advising; however, part-time experience in low-resource countries with specific subject matter or populations can lead to entry-level opportunities, such as an internship or assistant position.

Program Development

Program development describes positions in global health that work towards sustaining the financial stability of a project. For example, many organizations are funded through grants and contracts and they will require a grant writer or manager to put together the winning proposals so that they can continue to run their programs and fund their staff. Development officers, often working as the principal fundraisers for foundations or institutions, are another position available in program development. Working as grant-writer or development officer requires an understanding of the technical concepts of the project, but more importantly, strong communication skills to persuasively convey those technical aspects to a mixed audience of experts and non-specialists.

Outside of grant writing and fundraising, program development also encompasses a number of operational positions. These jobs, including coordinating communications and managing business activities, often require less of a background in global health and more of a focus on general skill areas, such as written communication, management, finance and accounting.

Finding work in program development will require proof of your ability to communicate well. Degrees in the humanities, for example, can open up doors to grant or technical writing jobs; however, there are rarely strict degree requirements and often experience will take precedence. A masters degree, such as in global health, public policy or administration, is commonplace for program development positions and can provide more a more technical focus to a career path.

Sources:

- Drain, Paul K., Stephen A. Huffman, Sara E. Pirtle, and Kevin Chan. *Caring for the World: A Guidebook to Global Health Opportunities*. Toronto: University of Toronto Press, 2009.
- Osborne, Garth and Patricia Ohmans. *Finding Work in Global Health*. Saint Paul: Health Advocates Press, 2005.
- Shaikh, Alanna. "Jobs in Global Health." *Change.org*. 16 Jan 2009. 27 Apr 2011. <<http://news.change.org/stories/jobs-in-global-health>>

Career Resources

Job Postings

DGHI Career Digest, subscribe:

<https://lists.duke.edu/sympa/info/globalhealthcareers>

DGHI Career Twitter:

https://twitter.com/DukeGHI_Career

Gap Year Options

Global Health Corps

<http://ghcorps.org>

Fulbright, and other fellowships

<http://ousf.duke.edu>

Hart Fellows Program

<http://www.hart.sanford.duke.edu/hart-fellows>

Peace Corps

<http://www.peacecorps.gov>

Global Health in North Carolina

Curamericas Global

<http://www.curamericas.org>

fhi360

<http://www.fhi360.org>

Futures Group

<http://futuresgroup.com>

IntraHealth International

<http://www.intrahealth.org>

Ipas

<http://www.ipas.org>

RTI International

<http://www.rti.org>

Triangle Global Health Consortium

<http://triangleglobalhealth.org>

Selected, Additional Organizations in Global Health

Abt Associates, Inc

<http://www.abtassociates.com>

Bill & Melinda Gates Foundation

<http://www.gatesfoundation.org>

CARE

<http://www.care.org>

CDC, Global Health

<http://www.cdc.gov/globalhealth/index.html>

Clinton Foundation

<http://www.clintonfoundation.org>

Doctors Without Borders	http://www.doctorswithoutborders.org
EngenderHealth	http://www.engenderhealth.org
Global Health Strategies	http://www.globalhealthstrategies.com
John Snow	http://www.jsi.com
International Rescue Committee	http://www.rescue.org
Management Sciences for Health	http://www.msh.org
Partners in Health	http://www.pih.org
PATH	http://www.path.org
Population Council	http://www.popcouncil.org
PSI	http://www.psi.org
RAND Corporation	http://www.rand.org
Results for Development	http://www.resultsfordevelopment.org
Rockefeller Foundation	http://www.rockefellerfoundation.org
Sabin Vaccine Institute	http://www.sabin.org
Save the Children	http://www.savethechildren.org
UNICEF	http://www.unicef.org
UNFPA	http://www.unfpa.org
World Bank	http://www.worldbank.org
World Health Organization	http://www.who.int

Additional Resources at Duke

Academic Resource Center

The Academic Resource Center offers a variety of programs and services to support the academic work of all Duke undergraduates. Students may receive highly individualized support through any of the three ARC programs or opportunities to learn in groups. “Self-serve” learning resources are available on our website where students can assess their academic skills and learning styles using inventories and self-assessment surveys. The professional staff members of the ARC collaborate to ensure that each student referred to the Center receives information and services based on individual academic support needs.

Learn more: <http://duke.edu/arc>

Career Services

The goal of career counseling is to help students develop an action plan for accomplishing their personal career goals. Career counselors can help you, starting in your first year, to articulate your values, skills and interests, as well as develop job search skills.

Learn more: <http://studentaffairs.duke.edu/career/career-services>

Counseling & Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) helps students enhance strengths and develop abilities to successfully live, grow and learn in their personal and academic lives. We offer many services to students, including brief individual counseling/psychotherapy, consultation, couples and group counseling, assistance with referrals, and more. CAPS also provides outreach education programs to student groups, particularly programs supportive of at-risk populations on a wide range of issues impacting them in various aspects of campus life.

Learn more: <http://studentaffairs.duke.edu/caps>.

Directors of Academic Engagement

The directors of academic engagement for global and civic opportunities lead Duke’s Global Advising initiative. Through an iterative consultative process that spans the full four years, DAEs work with you—whether you’re a Trinity or Pratt student—to forge connections among your coursework, global experiences and civic engagement. DAEs connect you with opportunities within and beyond Duke’s campus and provide guidance in exploring the interdisciplinary themes of Bass Connections.

Learn more: <http://advising.duke.edu/what-daes-do>

Undergraduate Research Support Office

The Undergraduate Research Support Office (URS) provides grants and assistantships for undergraduate research projects, creative arts projects, travel to research conferences, and summer research programs.

Learn more: <http://undergraduateresearch.duke.edu>