

GLOBAL HEALTH

Undergraduate Program Handbook



919.681.7760
globalhealth@duke.edu

Trent Hall
310 Trent Drive

Box 90519
Durham, NC 27708

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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

Trent Hall, Room 128

Your first point of contact for all things global health

Meet the undergraduate global health advising team:



David Toole, PhD, MPH, MTS

Director of Undergraduate Studies, Global Health

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

919-660-3475 | david.toole@duke.edu



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

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

919-613-6293 | laura.bey@duke.edu



Riane Corter, M.Ed Undergraduate Student Services Coordinator

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

919-681-3599 | riane.corter@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 DGHI'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 *no later than 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.*

More information about experiential learning **requirements** and **eligible activities** can be found at <https://globalhealth.duke.edu/education-and-training/experiential-learning>

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.

Download the major worksheet here:

http://globalhealth.duke.edu/sites/default/files/files/ghm_worksheet.pdf

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 341 Ethics of Infectious Disease Control
GLHLTH 373 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.

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.

More information about experiential learning **requirements** and **eligible activities** can be found at <https://globalhealth.duke.edu/education-and-training/experiential-learning>

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 you 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-education@duke.edu.
-

Common SRT Program Locations

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

More information is available at <http://globalhealth.duke.edu/education-and-training/undergraduate/student-research-training-program>

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

Bass Connections in Global Health

Bass Connections is a university-wide initiative that provides students with greater exposure to inquiry across the disciplines, partnership with fellow students at a variety of stages in their educational career, sustained mentorship in teams, and the chance to experience the intersections of the academy and the broader world.

Through Bass Connections in Global Health, students – **undergraduate through doctoral level** – have the opportunity to participate in courses, experiential learning and faculty-led field projects to find solutions to global health challenges. Its education programs and activities help develop participants' ability to work creatively and collectively to address health disparities worldwide, and cultivate strong mentoring, research and teaching skills of graduate and professional students, and postdoctoral scholars.

How to Participate

- Enroll in a [Global Health course](#)
- Join a Global Health [project team](#)

- Declare [Global Health major](#) or minor
- Pursue the [Master of Science in Global Health](#)
- Apply for [Global Health Doctoral Certificate](#)
- Participate in [Global Health Journal Club](#)

For general information on Bass Connections, visit: <http://bassconnections.duke.edu>

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 in 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 annual Global Health Showcase, which occurs each October.
- Set up a meeting with an advisor through Global Health Central:
 - gh-education@duke.edu.

To stay up to date on all global health events at Duke, sign up for the weekly newsletter from DGH: 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.

- *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://gloaled.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://gloaled.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](#) at least 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.

Additional Resources

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 gh-education@duke.edu.
- **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.

Helpful Links

- The Writing Studio: <http://twp.duke.edu/writing-studio>
- Undergraduate Writing Partners: Any Duke undergraduate can visit the Undergraduate Writing Partners on Sundays from 4:00-10:00pm in Perkins 112.
<http://sites.duke.edu/writingpartners/>
- Citing Sources: <http://library.duke.edu/research/citing/>
- Avoiding Plagiarism: <http://library.duke.edu/research/plagiarism/>
- How To Use Statistics in Writing: <https://owl.english.purdue.edu/owl/resource/672/01>

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 master's 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 master's 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>

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 undergraduate students. 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>

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.

Thompson Writing Program Writing Studio

At the Writing Studio, you can meet with trained writing tutors to discuss your writing concerns. By discussing your work-in-progress with a trained tutor, you will develop the awareness and skills to improve as a writer.

Tutors help at any stage of the writing process – from brainstorming and researching to drafting, revising, and polishing a final draft. Undergraduates may schedule a maximum of one appointment a day and two appointments a week, depending on availability.

Student Disability Access Office

The staff at the Student Disability Access Office (SDAO) has been charged with the responsibility of exploring possible coverage and reasonable accommodations for qualified undergraduate, graduate and professional students who are disabled in compliance with Section 504 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. If you have any questions regarding student issues please do not hesitate to contact sdao@duke.edu.