Welcome to the Global Health Certificate Info Session!

Agenda for Today:

1. **Ice-Breaker**
   - What has been your most exciting discovery since you first arrived at Mailman? - Write it in the chat!

2. **Overview of Certificate**

3. **GHC Second Year Student Perspective**

4. **Q&A**

5. **Small Group Breakout (time permitting)**
COLUMBIA  
MAILMAN SCHOOL OF PUBLIC HEALTH  
GLOBAL HEALTH CERTIFICATE  
Manuela Orjuela-Grimm, MD, ScM, Director  
Sarah Dugan Francis, MPH, Program Coordinator
Global Health Certificate
Organizational Structure

- Faculty lead
- Program coordinator
- GHC Faculty
- Advisory board
  (Administrators/Faculty from all Six MSPH departments, Offices of Field Practice, Career, Education)
Manuela Orjuela-Grimm
faculty lead

- environmental epidemiologist (and pediatric oncologist)
- Associate professor in Epidemiology and Pediatrics.
  - **Teaching:** Public Health Leadership,
- **Research:** multiple NIH funded research projects examining environmental exposures, focus on diet/nutrient intake, food/water security including during overland migration in Mexico/NYC.

**Other:** collaborated or trained in South America (Chile, Argentina, Colombia), Italy, Germany, and in working groups involving UNICEF, UN IOM, Fogarty.

**Columbia (University wide):** Institute of Latin American Studies (ILAS), Center for Mexico and Central American Studies (CEMECA), Committee on Forced Migration, Food Systems (Climate School)
Advantages of the GHC

- Access to special seminars in global health
- Opportunities for dialogue with public health students from schools in other countries
- Access to GHC courses not available to other students
- GHC courses are taught by faculty who currently work in different areas of global health
- Close-knit community within GHC cohort
- 1st year GHC students pair with 2nd-year GHC student “buddy” who helps guide in practicum/APEX search and selection
Program Principles

Students receive theory and skills training in their departmental discipline.

The curriculum of the Global Health Certificate prepares students to apply their disciplinary skills to global public health opportunities and challenges.

The overseas practicum permits translation of theory into practice in a low- or middle-income population setting.
Core interdisciplinary public health course (fall 1)
Departmental courses (spring 1 and 2)

Global health courses
- Globalization and Global Health (part of core)
- Priorities in Global Health (spring 1)
- Advanced Topics in Global Health (online) (fall 2)
- 2 - 3 electives from among 50+ offerings
  - Several distance-learning courses are offered in fall

Three Global Health Seminars
- Professional Development Seminar
- Pre-Practicum Seminar
- Post-Practicum Seminar
Global Health Certificate Competencies

1) Describe the major contributors to morbidity and mortality around the world, and how the risk for disease varies with regions.

2) Analyze the roles, relationships, and resources of global and local institutions active in global health.

3) Demonstrate knowledge of historical and present north-south power dynamics; social and political contexts, and determinants of health.

4) Display ongoing self-reflection and learning in global health.

5) Work effectively and responsibly in low-resource settings to promote sustainable interventions for global health.
1) Develop a conceptual and practical framework for understanding and analyzing changing global health priorities, policies and practice

2) Draw on history to trace the antecedent successes, failures, and debates that have shaped the current global health landscape and reappraising its traditional and emerging institutional and social actors, and debates

3) Analyze the role of global health governance on strategy and priority setting by international health institutions, transnational health networks and experts

4) Identify key stakeholders in the global health arena and how they function

5) Apply the basic applications of core population health and demographic concepts, basic epidemiology, and comparative analysis of the global burden of disease.

6) Evaluate the process and politics of data generation, analysis, dissemination and use in global public health implementation.

7) Describe the role of global health systems and disease-specific initiatives concerning broader global health movements, politics, and policies.

8) Recognize practical and moral frames for global health practice at all levels that can be derived from foundational concepts, such as global health equity, social determinants of health, comparative health systems, and social justice.
Competencies in the Global Health Certificate

1) Be familiar with the primary causes of morbidity and mortality around the world and with disparities within and across countries and regions

2) Understand the roles, relationships, and resources of local and international institutions active in global health

3) Know historical and current north-south power dynamics; social and political contexts, and determinants of health

4) Work effectively and responsibly in low-resource settings and with diverse stakeholders; cross-cultural competence based on respect and empathy

5) Communicate effectively (in speech and writing) reflecting grounding in critical thinking and analytical rigor

6) Implement public health competencies: epidemiological and statistical analysis, program planning and evaluation, etc.

*Departmental specific competencies can be found on departmental websites.

Competencies can be used in a GH context
GHC Electives

Students choose 2-3 electives from at least 2 different buckets*

- Lifecourse
- Global Health Skills and Perspectives
- Sexual and Reproductive Health
- Humanitarian and Complex Emergencies
- Mental Health
- Global Health Skills and Perspectives

*6-month students take 2 electives; 3-month students take 3 electives

Note that students cannot “double count” electives for department and certificate
Example Courses for Each "Bucket" of Electives

**Lifecourse:** Global Chronic Disease: The Roles of Public Health

**Sexual and Reproductive Health:** Global Sexual and Reproductive Health and Rights

**Humanitarian and Complex Emergencies:** Protecting Children in Humanitarian Settings

**One Health:** Emerging Infectious Diseases

**Mental Health:** Epidemiologic Methods in Global Mental Health Research

**Global Health Skills and Perspectives:** Global Health Governance

* Exceptionally, other CU courses (SIPA, Climate School, Undergraduate) may be approved as electives
*In addition, students will take 2-3 Certificate Electives*
Practicum/APEx

Planned, supervised, and evaluated overseas practice experience as part of the public health professional degree program

Allows students to integrate and apply practical skills and training in global health learned through coursework and prior experiences in a professional public health work environment
Benefits of Global Health Certificate practicum/APEx

- Acclimatize, absorb, (then) contribute professionally
- Opportunity to implement PH skills contextualized within resource-limited global setting
- Expand and solidify professional skills
- Improve effective communication abilities (including linguistic flexibility and cultural sensitivity) in PH resource-limited global setting
- Option of 3-month or 6-month practicum
  (express preference February )
PRACTICUM

3-month practicum

3-month (12 weeks minimum) practicum
Completed with a low- or middle-income population
No splitting between two sites
Stipend is $1,000

6-month practicum

6-month practicum
Completed with a low- or middle-income population
Can be split between two sites
Stipend is $2,000
GHC Support for Practicum/APEx

• Hosts regular meetings with GHC students before/during/after travel abroad
• Post-APEx: Facilitate continued (remote) participation with APEx sponsors (as needed/desired)
• Canvas page to help with communication while in the field
• Additional opportunities for communication with APEx sites
Practicum Sites (LMIC population)

- Sites may be academic institutions, nongovernmental organizations, government agencies, or multilateral organizations
- Many sites are Columbia-affiliated
- Students receive supervision on-site and perform professional tasks of value to the institution
- Students complete a six-month practicum (June/July – December) or
- a three-month practicum (late May to late August, 12 weeks minimum)
SECTORS OF POST-GRAD EMPLOYMENT
(CLASS OF 2018)

- University: 8%
- Technology: 2%
- Research: 3%
- Pharma: 6%
- Other: 3%
- Nonprofit (Int’l NGO): 6%
- Consulting: 10%
- Government: 12%
- Hospital/Healthcare: 28%
- Nonprofit: 7%
- Marketing: 2%
- Insurance: 3%
Percentage of Global Health Certificate Graduates Employed Full Time

- 2017: 89%
- 2018: 73%
- 2019: 100%
- 2020: 86%
- 2021: 87%
Sarah Dugan Francis, MPH
Global Health Certificate Program Coordinator

• Works half time with the Global Health Certificate and half time with the Office of Educational Initiatives
• DrPH student in EPI (research focuses on participatory surveillance of COVID-19 in Lesotho)
• Graduated from Mailman with her MPH in EPI (Cert. In Global Health) in 2017
• Practicum/APEx with Foundation for Professional Development in Pretoria, South Africa
  • Focus on mental health screening tools: looked for a uniform tool and found that there were many being used
  • Field work: traveled to 10 sites across South Africa, interviewing medical staff about mental health screening tools used in TB and ANC clinics
Second Year Global Health Certificate Student Perspective:

Summer Lykins

- second-year MPH student in the Sociomedical Sciences department
- BA in Anthropology/Sociology and Environmental Studies in 2022.
- Areas of interest include reducing the burden of infectious diseases (especially HIV), health education, and program planning and management.

Practicum:

- Almaty Model for HIV Epidemic Control (AMEC) project with ICAP, in Almaty, Kazakhstan; 3 months.
- methods to increase HIV status awareness and treatment uptake
- preventative methods to curb HIV transmission.
- Conducted semi-structured interviews with project partners
- produced success stories highlighting AMEC’s best practices for sharing with other regions seeking to end their own HIV epidemics.
- assisted with logistical and organizational work, provided English translations, attended conferences and project-related meetings.
Are language skills required for the GHC?

Strongly encourage GHC students demonstrate proficiency in one of the following UN languages: Arabic, Chinese, French, Russian Spanish, (and Portuguese) by the time they graduate (A1 or equivalent).

Acquiring these skills by the end of their first year may enhance their practicum experience.

Students can acquire proficiency through taking Columbia language courses

• Covered by students’ Flat rate tuition

Proficiency is defined as the ability to speak, read, write the language.
Countries where GHC students have fulfilled their APEx/Practicum
Contact Information:
Dr. Manuela Orjuela-Grimm
Sarah Dugan Francis*:
sld2167@cumc.columbia.edu

*Please contact Sarah before Dr. Orjuela-Grimm