






























































- 🌐 This UW Pediatric Global Training Passport will **navigate you through the learning opportunities** that will help you gain the necessary skills to become a competent global child health provider
- 🌐 There are **several learning opportunities pertinent to each subject area** that will be available during your three years of residency, including the Fundamentals of Global Health Course, independent learning, Tuesday sessions, Global Health Institute sessions, visiting speakers, and online modules
- 🌐 For each subject area, try to **complete at least one** of the educational offerings. An **optional** way of tracking is to **“STAMP IT”** to log your completion. By logging your completion online, you can track your progress through each subject area. A summary of your training experiences can be provided to you annually and at graduation if you choose the **“STAMP IT”** tracking technique.
- 🌐 The majority of the links will take you to a folder on UW Box or UW Canvas (both **require your login credentials**). If a link isn’t working, please contact Nikki St Clair at [nstclair@wisc.edu](mailto:nstclair@wisc.edu)
- 🌐 There are **five main categories of content**:
  1. [Global Child Health in Context](#)
  2. [Disease Identification and Management](#)
  3. [Approach to Chronic Disease Management in Resource-Limited Settings](#)
  4. [Local Global Health](#)
  5. [Working in Resource-Limited Settings](#)

*The contents of this passport, including the passport framework, was created originally by [Drs. Cindy Howard, Stephanie Lauden, Risha Moskalewicz, Mike Pitt, Tina Slusher, and Andrew Wu](#) for the [University of Minnesota Pediatric Residency Global Health Track](#), and was adapted with their permission for creation of this passport*












| <b>Key for Educational Offerings</b>  |  |   |   |
|---|--|---|---|
|  | Online Module (CUGH, other)                              |  | Article/Self Reading/Self Training                              |
|  | Fundamentals in Global Health Course                     |  | Clinical Experience or Elective                                 |
|  | Mentor Meeting/Dedicated Discussion                      |  | Writing/Reflection Exercise                                     |
|  | Simulation Use for Global Away Rotations (SUGAR) Session |  | Tuesday Evening Session   |
|  | UW Global Health Institute Session                       |  | Global Health Objectives Adapted for Stateside Learning (GOALS) |
|  | UW Pediatric Residency PEARL                             |  | Video   |































# 1: Global Child Health in Context

| #   | Subject Area                                    | Educational Opportunities<br><i>Choose at least one per subject area</i>            |  |  |
|-----|---|---|--|---|
| 1.1 | Global Indicators of Disease                    |    | Attend " <a href="#">Global Health Epidemiology &amp; Burden of Disease</a> " sessions (2021 Fundamentals; Houser/Siraj)   | <b>STAMP IT</b> (1.1)   |
|     |   |    | Peruse the following websites: <ul style="list-style-type: none"> <li><a href="http://gapminder.org">gapminder.org</a></li> <li><a href="https://www.ifitweremyhome.com/">https://www.ifitweremyhome.com/</a></li> <li><a href="http://Worldmapper.org">Worldmapper.org</a></li> </ul>   | <b>STAMP IT</b> (1.1)   |
| 1.2 | Causes of Infant, Child, & Adolescent Mortality |    | Attend " <a href="#">Global Health Epidemiology &amp; Burden of Disease</a> " sessions (2021 Fundamentals; Houser/Siraj)   | <b>STAMP IT</b> (1.2)   |
| 1.3 | Maternal, Neonatal & Child Health               |    | Attend " <a href="#">Challenges for preterm infants globally</a> " session (2019 Fundamentals; McAdams & Tomlin)   | <b>STAMP IT</b> (1.3)   |
|     |   |    | Complete the <a href="#">GCHEMP Module</a> : "Maternal Neonatal Health"  | <b>STAMP IT</b> (1.3)   |
|     |   |    | Attend " <a href="#">Expanding Global Access to Women's Health Care</a> " session (2021 Fundamentals; Fisseha)   | <b>STAMP IT</b> (1.3)   |
|     |   |    | Watch " <a href="#">Thriving Children in the Sustainable Development Goal Era.</a> " (2018 Grand Rounds, Patterson)  | <b>STAMP IT</b> (1.3)   |
| 1.4 | Population & Public Health: Concepts & Examples |    | Attend " <a href="#">Global Antimicrobial Resistance</a> " session (2023 Fundamentals, Mattar)   | <b>STAMP IT</b> (1.4)   |
|     |   |    | Attend " <a href="#">Vaccine Programs &amp; Vaccine Specifics</a> " session (2023 Fundamentals; Conway)  | <b>STAMP IT</b> (1.4)   |
|     |   |   | Attend " <a href="#">Education and Gender</a> " session (2019 Fundamentals, Kendall)   | <b>STAMP IT</b> (1.4)   |
|     |   |  | Attend " <a href="#">Global Impact of Disabilities</a> " session (2022 Fundamentals, Hartman, Sodergren, St Clair)   | <b>STAMP IT</b> (1.4)   |
|     |   |  | Attend " <a href="#">Pandemics: Epidemiology and Impact</a> " session (2020 Fundamentals, Sethi)   | <b>STAMP IT</b> (1.4)   |
|     |   |  | Attend " <a href="#">Providing culturally relevant care to the Latinx community</a> " session (2023 Fundamentals, Tellez-Giron & Bidar Sielaff)  | <b>STAMP IT</b> (1.4)   |
|     |   |  | Complete the <a href="#">GCHEMP Module</a> : "Global Injury Prevention"  | <b>STAMP IT</b> (1.4)   |
|     |   |  | Complete <a href="#">GCHEMP Module</a> , "Social Determinants of Health"   | <b>STAMP IT</b> (1.4)   |
| 1.5 | Environmental Health                            |  | Attend " <a href="#">Environmental Health</a> " session (2023 Fundamentals, Block)   | <b>STAMP IT</b> (1.5)   |
|     |   |  | Review <i>Global Health Objectives Adapted for Learning Stateside (GOALS)</i> section: <i>Environmental Health</i>   | <b>STAMP IT</b> (1.5)   |
| 1.6 | Global Child Health Stakeholders                |  | Read about some Global Child Health Stakeholders: <ul style="list-style-type: none"> <li>UNICEF: <a href="https://www.unicef.org/">https://www.unicef.org/</a></li> <li>United Nations <a href="#">Sustainable Development Goals</a></li> <li>World Health Organization: <a href="http://www.who.int/">http://www.who.int/</a></li> <li><a href="#">Bill &amp; Melinda Gates Foundation</a></li> <li>Save the Children: <a href="https://www.savethechildren.org/">https://www.savethechildren.org/</a></li> </ul> | <b>STAMP IT</b> (1.6)   |
|     |   |  | Peruse the CDC Global website: ( <a href="https://www.cdc.gov/globalhealth/index.html">https://www.cdc.gov/globalhealth/index.html</a> )   | <b>STAMP IT</b> (1.6)   |
| 1.7 | Health Care Delivery Systems                    |  | Attend " <a href="#">21st Century Global Burden of Disease: The Role of Anesthesia &amp; Surgery</a> " session (2021 Fundamentals; McQueen)  | <b>STAMP IT</b> (1.7)   |












|      |   |   |  |   |
|------|---|---|--|---|
|      |   |    | Attend " <a href="#">Emergency Care &amp; Trauma</a> " session (2021 Fundamentals; Tupesis)  | <b>STAMP IT</b> <br>(1.7)    |
|      |   |    | Attend "Health Systems: <a href="#">A Right to Heal</a> " session (2020 Fundamentals, Wautlet)                                       | <b>STAMP IT</b> <br>(1.7)    |
| 1.8  | <b>Supply Chain Considerations</b>        |    | Attend "COVID Supply Chain Globally" (2021 Fundamentals; Conway, see Canvas for link)  | <b>STAMP IT</b> <br>(1.8)    |
| 1.9  | <b>Response to Humanitarian Disasters</b> |    | <i>Coming soon: "Response to Humanitarian Disasters" (Fundamentals)</i>  | <b>STAMP IT</b> <br>(1.9)    |
|      |   |    | Attend " <a href="#">COVID preparedness in Kenya</a> " session (2020 Fundamentals; Njue & Korom)                                     | <b>STAMP IT</b> <br>(1.9)    |
|      |   |    | Complete the <a href="#">GCHEMP Module</a> : "Emergency Triage and Disasters"  | <b>STAMP IT</b> <br>(1.9)    |
| 1.10 | <b>Global Implications of Conflict</b>    |    | <i>Coming soon: "Conflict and Migration" (Fundamentals)</i>  | <b>STAMP IT</b> <br>(1.10)   |
| 1.11 | <b>Human Trafficking</b>                  |    | Attend " <a href="#">Human Trafficking</a> " session (2023 Fundamentals; Hurst)  | <b>STAMP IT</b> <br>(1.11)   |
| 1.12 | <b>School-Based Health</b>                |    | Review this website: <a href="http://www.schoolsandhealth.org/">http://www.schoolsandhealth.org/</a>                                 | <b>STAMP IT</b> <br>(1.12)   |
| 1.13 | <b>Advocacy</b>                           |    | View slides from " <a href="#">Children in Immigrant Families: How to Be an Advocate</a> " session (2018 Fundamentals/PEARL; Linton) | <b>STAMP IT</b> <br>(1.13)   |
|      |   |    | Watch Dr. Raphael's <a href="#">Advocacy Grand Rounds</a> (9/19/2019)  | <b>STAMP IT</b> <br>(1.13)   |
|      |   |    | Attend an AAP Advocacy Training Session (local through the WI AAP Chapter or <a href="#">national</a> )                              | <b>STAMP IT</b> <br>(1.13)   |
|      |   |    | Review the <a href="#">Community Pediatrics Training Initiative Project Planning Tool</a>  | <b>STAMP IT</b> <br>(1.13)   |
|      |   |   | View Global Health Council Briefs: <a href="https://ghbb.globalhealth.org/">https://ghbb.globalhealth.org/</a>                       | <b>STAMP IT</b> <br>(1.13)   |
|      |   |  | Participate in a global health-related project during your advocacy elective   | <b>STAMP IT</b> <br>(1.13) |
|      |   |  | Call your representative(s) to advocate on behalf of a child health topic  | <b>STAMP IT</b> <br>(1.13) |
|      |   |  | Write a letter to a representative, tweet, or use other social media platforms for child health advocacy                             | <b>STAMP IT</b> <br>(1.13) |
















## 2: Disease Identification and Management




















| #   | Subject Area                        | Educational Opportunities<br><i>Choose at least one per subject area</i>            |   |                           |
|-----|-------------------------------------|---|---|--|
| 2.1 | <b>Pneumonia</b>                    |  | Attend " <a href="#">Approach to pneumonia in adults and children</a> " session (2019 Fundamentals; Demuri & Misch) | <b>STAMP IT</b> <br>(2.1) |
|     |                                     |  | Participate in SUGAR Simulation ( <a href="http://sugarprep.org">sugarprep.org</a> )                                | <b>STAMP IT</b> <br>(2.1) |
| 2.2 | <b>Gastroenteritis/ Dehydration</b> |  | Attend " <a href="#">Gastroenteritis and Dehydration</a> " session (2021 Fundamentals, St Clair)                    | <b>STAMP IT</b> <br>(2.2) |
|     |                                     |  | Complete <a href="#">GCHEMP Module</a> , "Diarrheal Disease"  | <b>STAMP IT</b> <br>(2.2) |
| 2.3 | <b>Severe Acute Malnutrition</b>    |  | Attend " <a href="#">Approach to Severe Acute Malnutrition</a> " session (2021 Fundamentals; St Clair)              | <b>STAMP IT</b> <br>(2.3) |















|      |                                    |   |   |   |
|------|------------------------------------|---|---|---|
|      |                                    |    | Participate in SUGAR Simulation ( <a href="http://sugarprep.org">sugarprep.org</a> )  | <b>STAMP IT</b> <br>(2.3)    |
| 2.4  | <b>Malaria</b>                     |    | Attend “ <a href="#">Vector-borne illnesses</a> ” & “ <a href="#">Fever in the returned traveler</a> ” sessions (2022 Fundamentals; Gauthier & Siraj)   | <b>STAMP IT</b> <br>(2.4)    |
| 2.5  | <b>HIV</b>                         |    | Attend “ <a href="#">HIV &amp; AIDS</a> ” session (2021 Fundamentals; Siraj)  | <b>STAMP IT</b> <br>(2.5)    |
| 2.6  | <b>Measles</b>                     |    | Attend “ <a href="#">Vaccine Preventable Illnesses</a> ” session (2021 Fundamentals; Conway)  | <b>STAMP IT</b> <br>(2.6)    |
| 2.7  | <b>Parasites</b>                   |    | Attend “ <a href="#">Neglected Tropical Diseases</a> ” session (2021 Fundamentals; & St Clair)  | <b>STAMP IT</b> <br>(2.7)    |
| 2.8  | <b>Tuberculosis</b>                |    | Attend the “ <a href="#">Approach to TB</a> ” and “ <a href="#">BENEFIT Kids Project</a> ” sessions (2020 Fundamentals; Demuri & Garcia-Prats) & <a href="#">BENEFIT Kids Grand Rounds</a> (2020, Garcia-Prats) | <b>STAMP IT</b> <br>(2.8)    |
| 2.9  | <b>Acute Rheumatic Fever</b>       |    | Attend “ <a href="#">Acute Rheumatic Fever</a> ” session (2021 Fundamentals; Demuri)  | <b>STAMP IT</b> <br>(2.9)    |
|      |                                    |    | Participate in SUGAR Simulation ( <a href="http://sugarprep.org">sugarprep.org</a> )  | <b>STAMP IT</b> <br>(2.9)    |
| 2.10 | <b>Cholera</b>                     |    | Attend “ <a href="#">Gastroenteritis and Dehydration</a> ” session (2021 Fundamentals, St Clair)  | <b>STAMP IT</b> <br>(2.10)   |
| 2.11 | <b>Typhoid Fever</b>               |    | Attend “ <a href="#">Vector-borne illnesses</a> ” & “ <a href="#">Fever in the returned traveler</a> ” sessions (2022 Fundamentals; Gauthier & Siraj)   | <b>STAMP IT</b> <br>(2.11)   |
| 2.12 | <b>Dengue Fever</b>                |    | Attend “ <a href="#">Vector-borne illnesses</a> ” & “ <a href="#">Fever in the returned traveler</a> ” sessions (2022 Fundamentals; Gauthier & Siraj)   | <b>STAMP IT</b> <br>(2.12)   |
| 2.13 | <b>Yellow Fever</b>                |    | Attend “ <a href="#">Vector-borne illnesses</a> ” & “ <a href="#">Fever in the returned traveler</a> ” sessions (2022 Fundamentals; Gauthier & Siraj)   | <b>STAMP IT</b> <br>(2.13)   |
| 2.14 | <b>Neonatal Fever</b>              |   | Attend “ <a href="#">ID considerations for newborns globally</a> ” session (2022 Fundamentals, Vonasek) and “ <a href="#">Neonatal Sepsis in a Global Health Context</a> ” (2019 Grand Rounds, Gusland)         | <b>STAMP IT</b> <br>(2.14)   |
| 2.15 | <b>Toxidromes</b>                  |  | Review <i>Global Health Objectives Adapted for Learning Stateside (GOALS)</i> section: Toxicology   | <b>STAMP IT</b> <br>(2.15) |
| 2.16 | <b>Emergencies / Critical Care</b> |  | Review <i>Global Health Objectives Adapted for Learning Stateside (GOALS)</i> sections: Pediatric Emergency Medicine, Pediatric Critical Care, & Neonatology  | <b>STAMP IT</b> <br>(2.16) |

### 3: Approach to Chronic Diseases in Resource-Limited Settings





| #   | Subject Area  | Educational Opportunities<br><i>Choose at least one per subject area</i>            |  |                           |
|-----|---|---|--|--|
| 3.1 | <b>Overview of Non-Communicable Diseases in Low Resource Settings</b> |  | Attend “ <a href="#">Case-based approach to non-communicable diseases</a> ” session (2022 Fundamentals, Evensen & Duffy), and watch “ <a href="#">Community-based approaches for building capacity in global primary care</a> ” Grand Rounds (2022 Fundamentals, Chongsuwat & Duffy) | <b>STAMP IT</b> <br>(3.1) |
| 3.2 | <b>Diabetes</b>   |  | Participate in SUGAR Simulation ( <a href="http://sugarprep.org">sugarprep.org</a> )   | <b>STAMP IT</b> <br>(3.2) |
| 3.3 | <b>Sickle Cell Anemia</b>   |  | Read: “ <a href="#">Sickle cell anemia in sub-Saharan Africa: advancing the clinical paradigm through partnerships and research.</a> ” McGann et al. Blood, 2017.  | <b>STAMP IT</b> <br>(3.3) |
|     |   |  | Review <i>Global Health Objectives Adapted for Learning Stateside (GOALS)</i> section: Hematology & Oncology   | <b>STAMP IT</b> <br>(3.3) |
| 3.4 | <b>Chronic Pain &amp; Palliative Care</b>                             |  | Watch “ <a href="#">Freedom from Pain</a> ” video (30 min, Fundamentals)   | <b>STAMP IT</b> <br>(3.4) |
























|     |                                 |   |   |  |
|-----|---------------------------------|---|---|--|
| 3.5 | Neurodevelopmental disabilities |  | Review <i>Global Health Objectives Adapted for Learning Stateside (GOALS)</i> sections: Neurodevelopmental disabilities & Neurology                     | <b>STAMP IT</b> <br>(3.5) |
| 3.6 | Cancer                          |  | Review <i>Global Health Objectives Adapted for Learning Stateside (GOALS)</i> section: Pediatric Oncology   | <b>STAMP IT</b> <br>(3.6) |
| 3.7 | Injuries                        |  | Review <i>Global Health Objectives Adapted for Learning Stateside (GOALS)</i> section: Physical Medicine & Rehabilitation                               | <b>STAMP IT</b> <br>(3.7) |
|     |                                 |  | Review <i>Global Health Objectives Adapted for Learning Stateside (GOALS)</i> section: Pediatric Orthopedics & Sports Medicine                          | <b>STAMP IT</b> <br>(3.7) |
| 3.8 | Mental Health                   |  | Watch " <a href="#">Hidden Pictures</a> " video (60 min, Fundamentals)  | <b>STAMP IT</b> <br>(3.8) |
|     |                                 |  | Attend " <a href="#">Global Mental Health</a> " session (2021 Fundamentals; Goodfriend)   | <b>STAMP IT</b> <br>(3.8) |
|     |                                 |  | Read:<br>1. <a href="#">Lancet - Child and Adolescent Global Mental Health</a><br>2. <a href="#">Grand Challenges in Global in Global Mental Health</a> | <b>STAMP IT</b> <br>(3.8) |
| 3.9 | Dental Health                   |  | Review <i>Global Health Objectives Adapted for Learning Stateside (GOALS)</i> section: Dentistry  | <b>STAMP IT</b> <br>(3.9) |












| 4: Local Global Health |                                   |   |  |  |
|------------------------|-----------------------------------|---|--|--|
|                        | Subject Area                      | Educational Opportunities<br><i>Choose at least one</i>                             |  |                             |
| 4.1                    | Caring for International Adoptees |   | Attend 2021 "International Adoption" resident-wide PEARL session (St Clair, Wilson, Litzow, Brictha)   | <b>STAMP IT</b> <br>(4.1)  |
|                        |                                   |  | Participate in an International Adoption Elective (e.g. UMN, other)  | <b>STAMP IT</b> <br>(4.1) |
| 4.2                    | Immigrant & Refugee Care          |  | Attend " <a href="#">Impact of the public charge regulation</a> " (2019 Fundamentals, Bidar-Sielaff)   | <b>STAMP IT</b> <br>(4.2) |
|                        |                                   |  | Attend "Racism in Immigrant Policy" (2022 Fundamentals, Barbato, see Canvas for link)  | <b>STAMP IT</b> <br>(4.2) |
|                        |                                   |  | Attend " <a href="#">Medical &amp; Legal Considerations for Immigrants</a> " (2023 Fundamentals, Barbato, St Clair et al)  | <b>STAMP IT</b> <br>(4.2) |
|                        |                                   |  | Participate in an immigrant health elective <a href="#">Community for Children</a> (Rio Grande, TX, Dr. Marsha Griffin)  | <b>STAMP IT</b> <br>(4.2) |
|                        |                                   |  | Complete the <a href="#">I-PACK (International Partnerships &amp; Advocacy Curricular Kit) curriculum</a> (2023 Fundamentals Week #2, St Clair et al)<br><ul style="list-style-type: none"> <li><a href="#">Overview of the resettlement process</a> (St Clair)</li> <li>Trauma informed care (Chen)</li> <li>Medicolegal considerations for immigrants (Barbato)</li> <li><a href="#">Latinx health in WI</a> (Télliez-Girón, Bidar Sielaff)</li> <li>Community Health Assessments (Evensen, Duffy)</li> <li>Partnership building (Houser)</li> </ul> | <b>STAMP IT</b> <br>(4.2) |
|                        |                                   |  | • Watch this Grand Rounds, " <a href="#">Trauma-Informed Care</a> " (2020, Wells)  | <b>STAMP IT</b> <br>(4.2) |
|                        |                                   |  | Peruse the following websites & resources:<br><ul style="list-style-type: none"> <li><a href="https://protectingimmigrantfamilies.org/">https://protectingimmigrantfamilies.org/</a></li> <li>American Academy of Pediatrics <a href="#">Immigrant Child Health Toolkit</a></li> </ul>   | <b>STAMP IT</b> <br>(4.2) |

|     |   |   |   |                       |
|-----|---|---|---|-----------------------|
|     |   |   | <ul style="list-style-type: none"> <li>• CDC's Center of Excellence for Refugee Health &amp; MN Dept of Health refugee clinical decision support tool: <a href="https://careref.web.health.state.mn.us/">https://careref.web.health.state.mn.us/</a></li> <li>• National Immigration Law Center: <a href="#">Healthcare providers &amp; immigration enforcement</a></li> <li>• AAP <a href="#">Trauma Toolbox</a></li> <li>• <a href="#">CCIRH Refugee Health e-learning modules</a></li> </ul> |                       |
| 4.3 | <b>Use of Medical Interpreters</b>                          |    | Have a meal with an interpreter and discuss strategies for effective collaboration  | <b>STAMP IT</b> (4.3) |
| 4.4 | <b>Caring for Local Communities</b>                         |    | Attend " <a href="#">Introduction to the Native American Center for Health Professionals</a> " (2021 Fundamentals; Yancey)  | <b>STAMP IT</b> (4.4) |
|     |   |    | Attend " <a href="#">Introduction to Plain Communities</a> " (2021 Fundamentals; Williams)  | <b>STAMP IT</b> (4.4) |
|     |   |    | Attend "Combating Racial Inequities and Infant Mortality" session (2022 Fundamentals, Zapata)   | <b>STAMP IT</b> (4.4) |
|     |   |    | Attend " <a href="#">The Treatment of Kids on the Border: A Rapidly Changing Reality</a> " (2021 Fundamentals, Wise)  | <b>STAMP IT</b> (4.4) |
|     |   |    | Watch " <a href="#">A Tale of Two Regions: Adapting Community Health Worker Programs from Northern Togo to the South Bronx</a> " (Fiori Grand Rounds, 2020)   | <b>STAMP IT</b> (4.4) |
|     |   |    | Participate in a Plain Community Elective <a href="#">Clinic for Special Children</a> (Strasburg, PA or LaFarge, WI)  | <b>STAMP IT</b> (4.4) |
| 4.5 | <b>Cultural Humility &amp; Cross-Cultural Communication</b> |    | Review the <a href="#">AAP Providing Culturally Effective Care Toolkit</a>  | <b>STAMP IT</b> (4.5) |
|     |   |   | Cases of the Day (annually in Fundamentals)   | <b>STAMP IT</b> (4.5) |
|     |   |  | Attend " <a href="#">Medical Anthropology and Global Health</a> " session (2023 Fundamentals, Wendland)   | <b>STAMP IT</b> (4.5) |
|     |   |  | Complete <a href="#">GCHEMP Module</a> , "Culture and Global Health" & attend the 2019 Fundamentals Butteris session  | <b>STAMP IT</b> (4.5) |
|     |   |  | Review the following resources: <ul style="list-style-type: none"> <li>• <a href="#">The Culture Map</a> (See 2022 Canvas for PDF links)</li> <li>• Culture Crossing Guide: (<a href="http://guide.culturecrossing.net/">http://guide.culturecrossing.net/</a>)</li> <li>• Ethnomed: <a href="https://ethnomed.org/culture">https://ethnomed.org/culture</a></li> </ul>   | <b>STAMP IT</b> (4.6) |
| 4.6 | <b>Cultural Pearls (Hmong, Bhutanese, Latino, etc)</b>      |  | Meet with someone who has lived or worked in your area of interest  | <b>STAMP IT</b> (4.6) |
|     |   |  | Write a narrative piece summarizing your learning about one of your patient's cultures  | <b>STAMP IT</b> (4.6) |

## 5: Working in Resource-Limited Settings

|     | Subject Area   | Educational Opportunities<br><i>Choose at least one per subject area</i>            |  |  |
|-----|--|---|--|---|
| 5.1 | <b>General Preparation for Short-Term Global Health Work</b> |  | Read " <a href="#">Global Health: Preparation for Working in Resource-Limited Settings.</a> " St Clair et al. Pediatrics, 2018. (pre-reading for "Top Ten" session, St Clair)  | <b>STAMP IT</b> (5.1)   |
|     |  |  | Attend " <a href="#">Top Ten Tips for Preparation for Global Health Electives</a> " session (annually in Fundamentals for traveling trainees, St Clair)  | <b>STAMP IT</b> (5.1)   |
|     |  |  | Complete the S-PACK (Pre-departure Activities Curricular Kit) modules: <a href="https://sugarprep.org/s-pack/">https://sugarprep.org/s-pack/</a><br><i>Note: this content is already incorporated into the Fundamentals curriculum</i> | <b>STAMP IT</b> (5.1)   |

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|     |  |    | Review " <a href="#">Global Health in Pediatric Education: An Implementation Guide for Program Directors</a> " (Chap 5: Trainee Preparation)   | <b>STAMP IT</b><br>(5.1) |
|     |  |    | Complete <a href="#">GCHEMP Module</a> , "Preparation for a Global Health Elective"  | <b>STAMP IT</b><br>(5.1) |
|     |  |    | Complete Boston University edX Global Health MOOCs— <a href="#">The Practitioner's Guide to Global Health modules</a>  | <b>STAMP IT</b><br>(5.1) |
| 5.2 | <b>Procedural Modifications for Working in Resource-Limited Settings</b>   |    | Review SUGAR PEARLS Videos: <a href="http://sugarprep.org/pearls">sugarprep.org/pearls</a>   | <b>STAMP IT</b><br>(5.2) |
|     |  |    | Attend procedural training session (2020 Fundamentals; Tomlin)   | <b>STAMP IT</b><br>(5.2) |
|     |  |    | Attend FAST & FASH exam ultrasound training (Fundamentals; Schmidt)  | <b>STAMP IT</b><br>(5.2) |
| 5.3 | <b>Challenges/Considerations for Scholarly Projects Globally</b>           |    | Meet with a GH faculty project/research mentor<br><i>Applicable only if conducting a scholarly project during a GH elective</i>  | <b>STAMP IT</b><br>(5.3) |
| 5.4 | <b>Health, Safety &amp; Logistical Considerations for Working Globally</b> |    | Attend the " <a href="#">Top Ten Preparation Tips for Global Health Electives</a> " session (Annually in Fundamentals; St Clair)   | <b>STAMP IT</b><br>(5.4) |
|     |  |    | Review country-specific information from the CDC an US <a href="#">State Department Travel Advisories</a>  | <b>STAMP IT</b><br>(5.4) |
|     |  |    | Review <a href="#">post-exposure prophylaxis guidelines</a>  | <b>STAMP IT</b><br>(5.4) |
| 5.5 | <b>Ethics and Partnership Best Practices</b>                               |    | Attend "Ethics and Global Health" session (every other year, Fundamentals; Fost & colleagues)  | <b>STAMP IT</b><br>(5.5) |
|     |  |    | Attend " <a href="#">Ethical Issues in Short-Term GH Electives</a> " session (2023 Fundamentals, Svenson)  | <b>STAMP IT</b><br>(5.5) |
|     |  |   | Attend " <a href="#">Global Health Development &amp; Emergency Medicine</a> " session (2022 Fundamentals, Cherniak)  | <b>STAMP IT</b><br>(5.5) |
|     |  |  | Attend "Global Health Career Development and Opportunities" session (2020 Fundamentals; Panel)   | <b>STAMP IT</b><br>(5.5) |
|     |  |  | Attend " <a href="#">Global Health, Rwanda, &amp; the Pandemic</a> " session (2021 Fundamentals; Fisseha)  | <b>STAMP IT</b><br>(5.5) |
|     |  |  | Attend " <a href="#">Colonialism and its Impact on Global Health</a> ," session (2023 Fundamentals; Keller)  | <b>STAMP IT</b><br>(5.5) |
|     |  |  | Read: <ul style="list-style-type: none"> <li>"<a href="#">Ethics and best practice guidelines for training experiences in global health</a>." Crump et al. Am J Trop Med, 2010.</li> <li>"<a href="#">Partnerships for global child health</a>." Steenhoff et al. Pediatrics, 2017.</li> </ul> | <b>STAMP IT</b><br>(5.5) |
|     |  |  | Watch " <a href="#">First do no harm</a> " video   | <b>STAMP IT</b><br>(5.5) |
|     |  |  | Listen to the " <a href="#">Playing God</a> " podcast  | <b>STAMP IT</b><br>(5.5) |
|     |  |  | Watch Grand Rounds Session, " <a href="#">Can We Re-imagine Global Health in a Post-Pandemic World?</a> " (Professor Pai, 2020)  | <b>STAMP IT</b><br>(5.5) |
|     |  |  | Complete the Johns Hopkins " <a href="#">Ethical challenges in short-term global health training</a> " modules   | <b>STAMP IT</b><br>(5.5) |
|     |  |  | Complete <a href="#">GCHEMP Module</a> , "Ethics"  | <b>STAMP IT</b><br>(5.5) |
| 5.6 | <b>Accessing Global Health Resources</b>                                   |  | Review the following resources: <ul style="list-style-type: none"> <li><a href="#">Pocket Book of Hospital Care for Children: Second Edition</a>. WHO. 2013.</li> </ul>  | <b>STAMP IT</b><br>(5.6) |

|      |   |   |   |                        |
|------|---|---|---|------------------------|
|      |   |   | <ul style="list-style-type: none"> <li>• <a href="#">WHO Model List of Essential Medicines</a></li> <li>• IMCI (<a href="#">Integrated Management for Childhood Illnesses</a>) chart booklet</li> <li>• Hesperian Health Guides: <a href="https://hesperian.org/books-and-resources/">hesperian.org/books-and-resources/</a></li> </ul> |                        |
| 5.7  | Clinical Approach to Birth Asphyxia   |    | Participate in SUGAR Simulation ( <a href="https://sugarprep.org">sugarprep.org</a> )   | <b>STAMP IT</b> (5.7)  |
|      |   |    | Receive <a href="#">Helping Babies Survive</a> training (2022 Fundamentals; Houser)   | <b>STAMP IT</b> (5.7)  |
|      |   |    | Attend " <a href="#">Saving Lives at Birth: Strategies &amp; Innovations Globally</a> " session (2022 Fundamentals, St Clair & Evensen)   | <b>STAMP IT</b> (5.7)  |
| 5.8  | Preparation for Emotional Challenges Abroad/ Self-Care Strategies for Increased Morbidity and Mortality |    | Attend <a href="#">PACK for Wellness</a> session (2022 Fundamentals, Webber)  | <b>STAMP IT</b> (5.8)  |
|      |   |    | Read this <a href="#">manuscript</a> : Predeparture Activities Curricular Kit (PACK) for Wellness: A Model for Supporting Resident Well-Being During Global Child Health Experiences  | <b>STAMP IT</b> (5.8)  |
| 5.9  | Cross-Cultural Communication  |    | Attend " <a href="#">Global Health Terminology</a> " session (2022 Fundamentals, Cox)   | <b>STAMP IT</b> (5.9)  |
|      |   |    | Review the <a href="#">AAP Providing Culturally Effective Care Toolkit</a>  | <b>STAMP IT</b> (5.9)  |
|      |   |    | Attend "Medical Anthropology and Global Health" session (2023 Fundamentals, Wendland, see Canvas for recording)   | <b>STAMP IT</b> (5.9)  |
|      |   |    | Complete <a href="#">GCHEMP Module</a> , "Culture and Global Health"  | <b>STAMP IT</b> (5.9)  |
| 5.10 | Vulnerable Populations Globally   |  | Attend "Global LGBTQ Health & Human Rights" session (2023 Fundamentals, Miller)   | <b>STAMP IT</b> (5.10) |
| 5.11 | Symptoms of Culture Shock and Strategies to Mitigate its Effect   |  | Attend "Dissection of a trainee blog" session (2019 Fundamentals, Butteris)   | <b>STAMP IT</b> (5.11) |

*Note: Track residents are highly encouraged to do a 4 week Global Health Elective during their second or third year of residency. These electives have their own requirements including an academic project, disease log, and reflective essay. Please discuss elective plans with your faculty mentor, and refer to the UW Health Office of Graduate Medical Education application requirements.*



# GLOBAL HEALTH OBJECTIVES ADAPTED for STATESIDE LEARNING (GOALS)

Thinking globally while learning locally: *optional* supplemental global health-specific learning objectives for UW rotations

|   |  |                                    |   |                                    |                                    |
|---|--|------------------------------------|---|------------------------------------|------------------------------------|
|    | Adolescent Medicine                    | <a href="#"><u>ACCESS HERE</u></a> |    | Nephrology                         | <a href="#"><u>ACCESS HERE</u></a> |
|    | Allergy & immunology                   | <a href="#"><u>ACCESS HERE</u></a> |    | Neurodevelopmental disabilities    | <a href="#"><u>ACCESS HERE</u></a> |
|    | Anesthesiology                         | <a href="#"><u>ACCESS HERE</u></a> |    | Neurology                          | <a href="#"><u>ACCESS HERE</u></a> |
|    | Cardiology                             | <a href="#"><u>ACCESS HERE</u></a> |    | Newborn nursery                    | <a href="#"><u>ACCESS HERE</u></a> |
|    | Child Protection / Advocacy            | <a href="#"><u>ACCESS HERE</u></a> |    | Ophthalmology                      | <a href="#"><u>ACCESS HERE</u></a> |
|    | Critical care                          | <a href="#"><u>ACCESS HERE</u></a> |    | Orthopedics/sports medicine        | <a href="#"><u>ACCESS HERE</u></a> |
|    | Dentistry                              | <a href="#"><u>ACCESS HERE</u></a> |    | Otolaryngology                     | <a href="#"><u>ACCESS HERE</u></a> |
|    | Dermatology                            | <a href="#"><u>ACCESS HERE</u></a> |    | Pediatric pain & palliative care   | <a href="#"><u>ACCESS HERE</u></a> |
|    | Emergency medicine                     | <a href="#"><u>ACCESS HERE</u></a> |    | Pathology                          | <a href="#"><u>ACCESS HERE</u></a> |
|    | Endocrinology                          | <a href="#"><u>ACCESS HERE</u></a> |    | Physical medicine & rehabilitation | <a href="#"><u>ACCESS HERE</u></a> |
|    | Environmental health                   | <a href="#"><u>ACCESS HERE</u></a> |    | Psychiatry/mental health           | <a href="#"><u>ACCESS HERE</u></a> |
|   | Gastroenterology                       | <a href="#"><u>ACCESS HERE</u></a> |   | Pulmonology                        | <a href="#"><u>ACCESS HERE</u></a> |
|  | General pediatrics / continuity clinic | <a href="#"><u>ACCESS HERE</u></a> |  | Quality improvement                | <a href="#"><u>ACCESS HERE</u></a> |
|  | Genetics                               | <a href="#"><u>ACCESS HERE</u></a> |  | Radiology                          | <a href="#"><u>ACCESS HERE</u></a> |
|  | Hematology / oncology                  | <a href="#"><u>ACCESS HERE</u></a> |  | Residents as global educators      | <a href="#"><u>ACCESS HERE</u></a> |
|  | Infectious diseases                    | <a href="#"><u>ACCESS HERE</u></a> |  | Rheumatology                       | <a href="#"><u>ACCESS HERE</u></a> |
|  | Inpatient pediatrics                   | <a href="#"><u>ACCESS HERE</u></a> |  | Surgery (general)                  | <a href="#"><u>ACCESS HERE</u></a> |
|  | Neonatology                            | <a href="#"><u>ACCESS HERE</u></a> |  | Toxicology                         | <a href="#"><u>ACCESS HERE</u></a> |