Weill Cornell’s Global Health Curriculum

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Training the next generation of global health leaders

What makes this an internationalized curriculum? Please describe the experience abroad and how you internationalized the curriculum at home.

The Weill Cornell Global Health Curriculum provides an overview of important issues in global health. The GHC includes didactic seminars and applied field experiences as well as a Global Health Grand Rounds Series.

Requirements – At a Glance

| Courses:                      | Introduction to Global Health (Spring, MS1) |
|                              | Foundations in Global Service (Spring, MS1) |
|                              | Global Health Emergencies Course (Winter, MS4) |
| Preceptorship:                | Clinical Preceptorship with underserved or immigrant populations in New York City (MS1, Fall or Spring) |
| Field Experience:            | Two Applied Experiences (of which one must be a Field Experience) (Summer between MS1 & MS2, year-abroad between MS3 & MS4, or MS4 elective) |
| Grand Rounds:                | Monthly Global Health Grand Rounds series (50% attendance required in MS1) |

Through Applied Experiences at Weill Cornell, the Global Health Curriculum offers a variety of international project options to students who want to enhance their understanding of health care and medical care delivery in other countries. An Applied Experience is a full-time, student-selected project or course that falls into one of the following categories: Field Experience, Policy Project, Basic Science or Clinical Research, and Training Course. The broad scope of Applied Experiences allows students to pursue the projects most in-line with their individual interests and long-term goals. Students in the Curriculum must complete two AE’s. Of these, one must be a Field Experience in a resource-poor setting. AE’s are flexible and can be arranged through a
Cornell-affiliated site or faculty member, or through an outside program/mentor.

A number of first year students with specific objectives take an international elective in the summer after first year. Many opportunities are appropriate for third or fourth year students. Some elect to take a year off between their third and fourth year to spend the year in another country doing research. To learn about opportunities abroad and explore the global health projects undertaken by our students, visit our Project Map Database.

**How has the international experience been integrated into the curriculum?**

Due to the inherent global nature of the curriculum, the curriculum has always been “internationalized”. Weill Cornell has a long tradition of global health. The Global Health Curriculum was first piloted in the 2009-2010 academic year.

As part of the WCMC curriculum reform, all students beginning with the Class of 2018 are required to identify an Area of Concentration (AOC) to which they dedicate their Applied Experiences. The Global Health Curriculum will also be offered as an AOC. It is expected to have the largest cohort of students subscribing to it.

**Global Health AOC Overview:**

**Focus:** The Global Health AOC is designed to prepare WCMC students to be future leaders in global health through a longitudinal elective program featuring didactic course work, experiential learning, and a mentored pathway for engaging with resource-poor communities. Students will participate in interactive didactic session, mentored research, and field experiences tailored to the student's personal interest.

**Significance:** It is imperative for medical students to acquire knowledge of the global burden of disease including understanding factors (social, behavioral, political, and economic) that contribute to disease in developed and developing countries as well as understanding sociocultural differences, beliefs, and norms of their patients and how these factors influence morbidity and mortality.

**Goals and Learning Objectives:**

- To acquire a perspective of the transnational, global nature of health and disease
- To identify global health priorities
- To examine how ethnic, social, behavioral, economic, sociocultural, and political factors influence morbidity and mortality

**What are the intended student learning outcomes of the internationalized curriculum related to knowledge generation, changed attitudes, and developed skills, and how do you assess them?**

The Office of Global Health Education enables students who participate in international electives
to obtain a global perspective of how medical care is provided in other countries. Student learning outcomes of the internationalized curriculum are unique to each student due to the individual nature of each elective. The students’ host mentor evaluates them on acquisition of skills, professionalism, attitudes, and knowledge.

Each student participating in an international Applied Experience is required to submit a short report (500 – 1500 words) upon return to Weill Cornell. The objective of this write up is to have the student summarize the professional and personal impact of the experience as well as serve as a guide for future students who are considering doing the same or similar elective at the host organization. There are specific guidelines for students whose international experience focused on a research project and for those who focused on clinical service. Students are also required to prepare a poster focusing on their experience at International Day in either October or May.