Global Health
At Yale School of Medicine
2019-20
Fourteenth Edition

Editors:
Anne Kellett
Nickia Corley

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INTRODUCTION

Getting Involved in Global Health at Yale

We have created this guide to help you navigate global health opportunities at Yale School of Medicine and across the university.

A helpful place to start is the Office of International Medical Student Education (OIMSE). The office was established in 2006 to facilitate opportunities for medical students to experience medicine as it is practiced throughout the world and to enrich the learning environment at YSM by providing opportunities for students from international schools to come to Yale for clinical electives. Dr. Robert Rohrbaugh, faculty director for the Office of International Medical Student Education, was a Downs Fellow at YSM and has developed and administered both undergraduate and graduate medical education programs.

Students with questions about international opportunities are encouraged to reach out to Anne Kellett, Director of the Office of International Medical Student Education at Anne.Kellett@yale.edu or Administrative Assistant, Nickia Corley at Nickia.Corley@yale.edu.

We would like to thank the faculty and staff who have agreed to be included in and those who contributed to, this guide. If you find new organizations, classes, faculty, funding sources, clinical opportunities, etc. that you think should be included in the next edition, or if you find any errors, please send them to Anne.Kellett@yale.edu. Thanks and good luck!

September 2019
Anne, Nickia and Bob
**IN THE CLASSROOM: COURSES**

**Global Health Seminar (EPH 591 01)**

**Fall 2019**

The Global Health Seminar is a weekly course for students in the health professional schools to be exposed to key issues upon which they may base future research, service, and clinical pursuits in the field of global health. The course features faculty from across the health professional schools and other global health experts from around the world. Its collaborative nature provides a rich environment for interdisciplinary dialogue. The objectives of the course are for students to:

- learn about current global health challenges and ways to address them, taking consideration a variety of perspectives;
- engage in meaningful discussions with health professionals working in medicine, nursing, and public health along with invited speakers and Yale faculty; and
- cultivate relationships with Yale faculty, outside experts, and students resulting in potential research/fellowship opportunities.

The Global Health Seminar is a requirement for students in the Global Health Concentration at the Yale School of Public Health (YSPH) and for students in the Certificate in Global Medicine at the Yale School of Medicine (YSM). Students from YSPH must take the course in their first year. In addition to faculty advisors from the School of Medicine, Nursing, Public Health and Physician Associate Program, a program manager from YSPH supports the course.

**Class Participation and Reading**

Before each session, 1 - 2 readings and reflection questions will be posted. Students are required to study the readings and come prepared with reactions (not written) to the reflection questions. Students are encouraged to articulate other questions and ideas for class discussion. The success of each session is dependent upon active participation and we will observe a no laptop policy during the class.

**Lecture Day/Time**

Tuesday, 4:30 – 5:50

**Location**

47 College Street, Room 106B

**Faculty Director**

Michael Skonieczny, Lecturer in Public Health; Deputy Director, Yale Institute for Global Health (michael.skonieczny@yale.edu)

**Program Manager**

Anjuli Bodyk, Assistant Director, Global Health Concentration at YSPH (anjuli.bodyk@yale.edu)

**Faculty Advisors**

Rosana Gonzalez-Colaso, Assistant Professor in the Physician Associate Program; Faculty at Equity Research and Innovative Center (ERIC) (rosana.gonzalez-colaso@yale.edu)

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Saad Omer, Director, Yale Institute for Global Health; Associate Dean for Global Health Research, Yale School of Medicine

9/10 Addressing Non-Communicable Diseases
Faculty from the Global Network of Non-Communicable Diseases [NGN] (TBC)

9/17 Innovation and Global Health
Anjelita Gonzalez, Donna L. Dubinsky Associate Professor of Biomedical Engineering; Nikole Allen, Senior Program Director, Sustainable Health Initiative; Fatema Basrai, Innovation Manager, Sustainable Health Initiative (TBC)

9/24 Global Health Governance
Keith Hansen, Senior Adviser, The World Bank Group

10/1 Global Health Policy
Natasha Bilimoria, Director, U.S. Strategy, Gavi, the Vaccine Initiative (TBC)

10/8 Nutrition and Child Health
Rafael Perez-Escamilla, Professor of Public Health (Social and Behavioral Sciences); Director, Office of Public Health Practice; Director, Global Health Concentration

10/15 Maternal Health
Julia Cron, Assistant Professor; Department of Obstetrics, Gynecology and Reproductive Sciences; Director, Ob/Gyn Residency Program

10/22 Working in Global Health
Jeanie Mantopoulos, Chief Operating Officer, Resolve to Save Lives Global Health Opportunities Fair

10/29 Global Mental Health
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FOOTNOTES:

1 Global Health Policy
2 Nutrition and Child Health
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4 Working in Global Health
5 Global Mental Health
6 Global Health Opportunities Fair
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8 Nutrition and Child Health
9 Maternal Health
10 Working in Global Health
11 Global Mental Health
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11/5 Partnership in Global Health
Erika Linnander, Director, Global Health Leadership Initiative (GHLI); Lecturer, Yale School of Public Health (Invited)

11/12 Global Surgery
Doruk Ozgediz, Associate Professor of Surgery and Melanie Sion, Assistant Professor, Yale School of Medicine

11/19 Implementation and Effectiveness of Pre-Exposure Prophylaxis (PrEP) for HIV/AIDS
LaRon Nelson, Associate Dean for Global Health and Equity, Yale School of Nursing

12/3 Challenges to Implementation of UN 90-90-90 Goals
Sten H. Vermund, MD, PhD Dean and Anna M.R. Lauder Professor of Public Health; Professor of Pediatrics, Yale School of Medicine
Topics in Global Medicine (GH701)
Spring 2020
Location: The Anlyan Center (TAC) N203 Conf. Rm.

Description
Topics in Global Medicine is a case-based seminar that provides participants with a broad knowledge base in current globally important health issues. Each session focuses on a specific health concern and aims to integrate issues concerning epidemiology and prevention along with diagnosis and treatment in a case-based format and clinically relevant fashion. The specifics of medical management are not the priority for this course. Importantly, the course provides a forum for interactive discussions of the health issues that pose unique challenges in resource-limited settings.

The course faculty include a diverse selection of Yale faculty from the Schools of Medicine, Nursing and Public Health and expose students to their personal stories and career trajectories.

The sessions are collaborative – the faculty person is paired with two students and the team works together to research and present the topic. The topic for each session is chosen in advance by the session’s faculty speaker. However, the specific content and themes are chosen by the team as guided by their areas of interest.

Objectives
Upon completion of this course, the student will be able to:
1. Appreciate the spectrum of clinical diseases, both communicable and non-communicable, affecting persons in resource-limited settings.
2. Identify the major principles and challenges of providing medical care in resource-limited settings.
4. Appreciate the importance of public health interventions in dealing with global health issues.
5. Have the opportunity to collaborate with a faculty member on the presentation of a topic of interest.

Participation
Topics in Global Medicine is designed for students in all of the health professions programs, specifically physician associate (PA), nursing (YSHN), medicine (YSM), and students in epidemiology and public health (YSPH) who have an interest in the clinical aspects of global health. The course is open to all members of the Yale community. Active participation in the course is expected, whether by way of presenting a topic in collaboration with the faculty member or actively participating in the small group discussions.

Student Presenters
Students interested in presenting one of the sessions will be asked to rank their top three desired sessions. First, a list of presenters will be made via randomly selecting names of interested students. Second, each of these selected students will sequentially be assigned a session based on availability of their rank listed options.

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Global Mental Health Program

Offered by: Yale Department of Psychiatry

The Yale Global Mental Health Program consists of faculty mentorship, resident and medical student projects, the Global Mental Health Elective, and other events.

The Yale Global Mental Health Elective is a monthly curriculum consisting of renown guest speakers, psychiatry faculty and staff presentations of their global mental health projects, resident and medical student presentations of on-going projects, and journal or multi-media presentations by residents with faculty discussion. The elective is conducted in an informal and social setting geared for trainees at all levels, providing program participants and the broader Yale community with opportunities to get to learn more about global mental health. The elective also allows colleagues with similar professional interests to learn about the variety of global mental health activities within the Department of Psychiatry and elsewhere. The elective promotes networking, idea sharing, and information about possible future projects. The elective runs October through June.

Goals of the Global Mental Health Program

- Global Mental Health Awareness: To promote awareness of issues of global mental health and social disparities.
- Practical Implementation in Clinical Settings: To develop practice tools to address these issues both at home and abroad.
- Underserved Access to Care: To promote interest in working with underserved populations within and outside the United States that are in need of mental health services.
- Cross Cultural Psychiatry in Practice: To expand the knowledge of cross cultural psychiatry and provide ways for residents to incorporate that knowledge into their clinical practice of psychiatry.
- Networking: To develop within and external to the department of psychiatry a network of individuals with common interests in global mental health from which collaborative ideas and projects can spring.

Objectives of the Global Mental Health Program

- Partner with current electives and clinical placements where the program goals can be met.
- Develop new global health didactic and clinical electives and selectives.
- Identify faculty with global mental health interests who could help mentor residents and fellows on clinical elective and scholarly projects.
- Develop international sites for possible bidirectional exchanges of faculty, residents/fellows and medical students.
- Consult with clinical and didactic curriculum leaders to develop new opportunities to meet global mental health goals within the existing curriculum.
- Provide guidance for residents/fellows interested in global mental health during training.

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• Identify and develop funding for international or GMH-related clinical electives and scholarly projects

Education Program Components

The Global Mental Health Program (GMHP) exists to supplement and support the existing didactic and clinical curriculum of the residency program. Residents/fellows interested in doing GMH related education can do so during elective times and during selective experiences. The Global Mental Health Elective experiences will be open to all residents/fellows in the program and to others in the medical school and university.

The major component of the Global Mental Health Program is the Global Mental Health Elective. The elective meets once per month and consists of multi-disciplinary presentations on global mental health projects or issues, including journal club presentations by residents/fellows with faculty discussion and resident/fellow scholarly work. The elective is conducted in an informal setting geared for trainees at all levels, providing program participants opportunities to become familiar with colleagues with similar professional interests and to learn about the variety of global mental health activities within the department and elsewhere. It is designed to promote networking, idea sharing, and information about possible future projects.

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The major component of the Global Mental Health Program is the Global Mental Health Elective. The elective meets once per month and consists of multi-disciplinary presentations on global mental health projects or issues, including journal club presentations by residents/fellows with faculty discussion and resident/fellow scholarly work. The elective is conducted in an informal setting geared for trainees at all levels, providing program participants opportunities to become familiar with colleagues with similar professional interests and to learn about the variety of global mental health activities within the department and elsewhere. It is designed to promote networking, idea sharing, and information about possible future projects.

For more information about the program, please contact program Director and Co-Directors, Drs. Jordan, Annamalai, Silva and DeSouza at the emails listed below, respectively.

ayana.jordan@yale.edu
anycha_annamalai@yale.edu
michelle.silva@yale.edu
flavia.desouza@yale.edu
Global Health Courses at Yale

Yale offers a range of global health courses for undergraduate, graduate and professional students across campus. For more information, please see http://students.yale.edu/oci/search.jsp or https://medicine.yale.edu/education/gho/.

Current Global Health courses include offerings from the School of Public Health, School of Medicine, the Law School, School of Forestry and Environmental Science, Graduate School and Yale College. Courses range in topics from Global Aspects of Food and Nutrition, to Global HIV/AIDS: Challenges and Response, to Global Health Economics.
CERTIFICATE IN GLOBAL MEDICINE

The Certificate in Global Medicine is awarded upon graduation to students who demonstrate competence in Global Health and provides recognition that a student has completed required didactic coursework, scholarly work, international clinical experience, and language, culture, and leadership activities relevant to Global Health. This Certificate allows students to develop expertise and prepare students for leadership in Global Health by providing the knowledge, skills, and attitude essential for success in this field.

In addition to directly benefiting students at Yale, this program will establish the Yale School of Medicine as a model for excellence in global health education. Requirements for earning the certificate can be completed over four or five years, while maintaining flexibility in terms of both the timing and content of these opportunities.

It is expected that students pursuing the Certificate will engage with the community of practitioners and scholars working on Global Health at Yale and around the world. International field experience in Global Health is an integral part of the program.

How do I earn the Certificate?

To earn the Certificate, students must declare their participation by completing the application located at the following link no later than June 30th of their first year: [https://medicine.yale.edu/education/gho/certificate/](https://medicine.yale.edu/education/gho/certificate/).

Students must complete the following requirements, while maintaining a Global Health Portfolio (containing documentation of coursework and reflection papers of experiences) to be turned in by February 1st of the graduating year.

REQUIREMENT 1: Global Health Coursework

Complete the following coursework requirements.

([visit](https://medicine.yale.edu/education/gho/certificate/ #for details))

1. Global Health Seminar (recommended, 1st year).
2. An elective course related to global health offered at Yale. Possible courses include: Topics in Global Medicine Elective, Global Mental Health Elective, U.S. Health Justice Course, Medical Anthropology, etc.
3. Medical Microbiology
4. Non-Communicable Diseases
5. Epidemiology and Public Health

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3. Medical Microbiology
4. Non-Communicable Diseases
5. Epidemiology and Public Health
REQUIREMENT 2: Scholarly Work
Conduct basic science or clinical research that focuses on an important topic in global health.

REQUIREMENT 3: International Clinical Experience
Participate in at least one international or domestic clinical experience during the 4th or 5th year. It is preferred that the elective be at one of the sites offered through the Office of International Medical Student Education (OIMSE), however, OIMSE will consider a non-affiliated site with prior approval.

REQUIREMENT 4: Language/Culture Appreciation
Demonstrate appreciation for the language/culture of a non-English-speaking population by completing one of the following:
- a. Conducting research or providing healthcare services in a language other than English.
- b. Appropriately utilizing a translator in a healthcare interaction in an international setting as a part of your International Clinical Elective or Scholarly Work.
- c. If your international work involves an English-speaking population, reflect on your experience with the population's customs and culture.

REQUIREMENT 5: Global Health Leadership
Serve for 1 academic year as a leader in a global health organization, or global health activity that directly addresses global health issues internationally or locally, for example, a Global Health Advocate for your class, helping to lead one of the global health electives, serving as the Global Health Student Coordinator for OIMSE, etc.

REQUIREMENT 6: Connecting Your Global Health Experiences to New Haven
Students are asked to provide a five page essay on how global health principles have been important in their work with patients in New Haven.

For more details on the requirements, please visit:
https://medicine.yale.edu/education/gho/certificate/ or contact a staff member in the Office of International Medical Student Education for questions, global.health@yale.edu (203-737-5019).

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**AT THE UNIVERSITY: LECTURE SERIES AND CONFERENCES**

There are many opportunities to hear talks on global health related issues, both on the medical campus and elsewhere at the University. Following are a few suggestions.

**Lecture Series**

*Yale AIDS Colloquium series (YACS)*

These seminars host a series of distinguished visitors to Yale that are conducting HIV/AIDS research in a variety of settings. Most discussions are followed by an informal, question-and-answer session with the audience, which ranges from faculty to undergraduate students interested in HIV/AIDS-related issues. For more information visit, [http://cira.yale.edu/events](http://cira.yale.edu/events).

The Bioethics Center

The Bioethics Center sponsors numerous events throughout the year that are related to local, national, and international bioethics topics. Dates may be subject to change. For more information, check the calendar at [https://bioethics.yale.edu](https://bioethics.yale.edu).

The Schell Center for International Human Rights at Yale Law School

The Schell Center sponsors numerous events throughout the year that are related to local, national, and international bioethics topics. Dates may be subject to change. For more information, check the calendar at [https://schell.law.yale.edu/events](https://schell.law.yale.edu/events).

The Global Health Justice Partnership (GHJP)

The Global Health Justice Partnership (GHJP) is a program hosted jointly by Yale Law School (YLS) and Yale School of Public Health (YSPH) that tackles contemporary problems at the interface of global health, human rights, and social justice. The GHJP is pioneering an innovative, interdisciplinary field of scholarship, teaching, and practice, bringing together diverse thought leaders to collaborate on research, policy projects, and academic exchanges. GHJP also regularly organizes lectures, conferences, and other events on critical health justice topics. Visit [https://law.yale.edu/ghjp](https://law.yale.edu/ghjp) for more information.

The History of Science and Medicine Colloquium

The Program sponsors a regular biweekly Colloquium during the fall and spring terms. Its aim is to enlarge the engagement of faculty and, especially, students with the diverse approaches and cutting-edge work of both junior and senior scholars from the United States and abroad in the history of science and medicine. All colloquia, workshops, and conferences are scheduled on their website. For further information and a schedule, visit [https://hshm.yale.edu/events](https://hshm.yale.edu/events).

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The Whitney MacMillan Center for International and Area Studies
The Whitney and Betty MacMillan Center for International and Area Studies at Yale is the University's focal point for encouraging and coordinating teaching and research on international affairs, societies, and cultures around the world. The MacMillan Center sponsors numerous lectures, films, seminars and conferences each week. The Events Calendar can be found on their website: http://yale.edu/macmillan/overview.htm.

The Jackson Institute
The Jackson Institute for Global Affairs is a principal driver of Yale's efforts to internationalize its teaching curriculum, to attract the most talented students and scholars to Yale from around the world, and to deepen the University's engagement abroad. Their mission is to institutionalize the teaching of global affairs throughout the University and to inspire and prepare Yale students for global citizenship and leadership. The calendar of events can be found on their website: https://jackson.yale.edu/

Yale World Fellows Program
Each fall, Yale invites 16 early-to-mid-career emerging leaders from around the world to participate in intensive leadership training and networking program focused on global issues. The World Fellows serve as expert panelists on a broad range of topics of global importance. The Fellows are the featured speakers on a current-events discussion series. Experts discuss topics of vital global importance; students are welcome and encouraged to attend. For more information and a detailed calendar of public events, please visit https://worldfellows.yale.edu/events

Yale and the World
The “Yale and the World” website https://world.yale.edu offers a gateway to the global aspects of Yale University for students at all levels and in all concentrations. It is a great resource when considering opportunities abroad, and/or networking with other Yale programs, faculty, or alumni.

2019-2020 Conferences at Yale
Please refer to Yale University Bulletin to learn about ongoing conferences: https://calendar.yale.edu/cat/main/show?event.id.info

Unite for Sight Seventeenth Annual
Global Health & Innovation Conference
April 4-5, 2020 at Yale University
http://www.uniteforsight.org/conference/

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Unite for Sight Seventeenth Annual
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http://www.uniteforsight.org/conference/
Below we have listed some of the faculty and funding opportunities for student’s doing research with a global health focus at Yale School of Medicine.

Faculty Mentors at Yale

This list is not comprehensive but includes faculty who have mentored students in the past or who are interested in serving as mentors in the future. You should be able to contact them relatively easily; email is typically the best way to begin.

In addition, there is a group of designated Global Health Faculty Advisors across several of the departments who are an excellent resource for identifying possible faculty mentors within their departments. They are as follows:

- Emergency Medicine – Dr. Hani Mowafi
- Diagnostic Radiology – Dr. Mahan Mathur
- Internal Medicine – Dr. Aashgar Rastegar
- Neurology – Dr. Serena Spudich
- Obst/Gyn – Dr. Lubna Pal
- Pediatrics – Dr. Elijah Paintsil
- Psychiatry – Dr. Ayana Jordan
- Surgery – Dr. Doruk Ozgediz

Nadia Abdala, DVM, Ph.D.
Research Scientist
Dr. Abdala’s background lies in the field of applied clinical virology, and her past research has focused on questions regarding HIV transmission among injection drug users. She is currently investigating HIV and STD related risk behaviors among populations at risk for HIV and is testing an intervention to reduce the sexual transmission of HIV among STD clinic patients in Russia.

Serap Aksoy, Ph.D.
Professor of EPH
Dr. Aksoy’s interests are in the molecular basis of biological complexity that determines host-microbe interactions with the goal of interfering with the transmission of pathogens to humans. She has postbaccalaureate research experience, which are the vectors of the devastating parasites African trypanosomes. They investigate the molecular aspects of tsetse immunity during parasite transmission, with the eventual goal of manipulating these responses to block disease transmission. The laboratory also has field studies in Africa that aim to understand the dynamics of sleeping sickness transmission in Uganda.
Frederick L. Altice, MD, MA
Professor of Medicine, Section of Infectious Diseases, AIDS Program
Director of Clinical and Community Research
Dr. Altice is involved in active research projects in several countries, including Malaysia, Ukraine, Indonesia, Russia, Peru and the U.S. Dr. Altice is primarily interested in health outcomes and interventions associated with the prevention and treatment of infectious disease (e.g., HIV/AIDS, Hepatitis C, Tuberculosis) complications among drug users. He is currently involved in a number of clinical trials of complementary therapies, including massage, nutritional supplements, and dietary interventions.

Linda D. Arnold, M.D.
Associate Professor of Pediatrics, Section of Emergency Medicine; Dr. Arnold is the Yale Pediatric lead for Rwanda’s Human Resources for Health: Capacity Building through Medical Education Program. As Chair of the American Academy of Pediatrics (AAP) Section on International Child Health, Dr. Arnold serves on the AAP Global Immunization Advocacy Project Advisory Committee and as a representative for the Survive and Thrive Global Development Alliance, a global initiative to improve maternal and child health in low resource settings. Dr. Arnold’s research interests center on global child health; she is frequently invited to speak domestically and internationally about global child health priorities, effective bi-directional partnerships, and the importance of funding proven interventions like routine childhood immunizations and training of skilled birth attendants.

Richard Bucala, MD, Ph.D.
Professor of Internal Medicine, Pathology, and Epidemiology & Public Health
Dr. Bucala’s research focuses on the mechanisms by which host immunity converts from a protective response to one producing disease and tissue pathology, with active investigative programs in autoimmunity and infectious diseases, including malaria, tuberculosis, and leishmaniasis.

Ather Ali, ND, MPH
Associate Research Scientist, Pediatrics; Integrative Medicine Specialist, Yale Stress Center
Dr. Ali’s interests lie in chronic disease prevention and chronic pain syndromes. He is currently investigating the role of mindfullness interventions in fibromyalgia. He has been involved in a number of clinical trials of complementary therapies, including massage, nutritional supplements, and dietary interventions.

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Michael Cappello, MD
Professor of Pediatrics, Microbial pathogenesis and Public Health;
Director, Yale Program in Int’l Child Health
Dr. Cappello’s research group conducts laboratory and field-based studies of parasitic diseases, including hookworm and malaria. Laboratory studies focus on parasite vaccine and drug development, while field-based studies in West Africa focus on epidemiology and molecular mechanisms of anthelmintic treatment failure. In addition, Dr. Cappello serves as co-Director of the Yale international Adoption clinic, where he provides medical evaluations of children adopted from abroad.

Lei Chen, MD, MHS
Associate Professor of Pediatrics (Emergency Medicine) and of Emergency Medicine
Dr. Chen’s research focuses on health services as a means to improve the care of children in the acute care settings. He has focused on the application of new technologies to improve the care of pediatric patients to increase efficiency of medical care and improve delivery of quality health care in the developing world. He has devoted most of his time in Rwanda and China improving the infrastructure and training for clinical research and medical education.

Jamie Childs, ScD
Senior Research Scientist, Microbial Diseases and Public Health
Childs’ area of research includes the ecological dynamics of directly-transmitted zoonotic viruses, including the hantaviruses, arenaviruses and rabies, and vector-borne bacteria, including rickettsia, bartonella and borrelia. His recent interests and research, conducted in collaboration with Dr. Albert Ko, focus on the ecoepidemiology of intra- and inter-specific transmission of leptospires in an urban slum setting in Salvador, Brazil.

Mayur Desai, PhD, MPH
Associate Professor of Epidemiology (Chronic Diseases)
Professor Desai’s research interests focus on improving the quality and outcomes of medical care in complex and vulnerable populations, including persons with mental disorders, veterans, immigrants, and the elderly; and workforce issues in public health and medicine.

Michael Cappello, MD
Professor of Pediatrics, Microbial pathogenesis and Public Health;
Director, Yale Program in Int’l Child Health
Dr. Cappello’s research group conducts laboratory and field-based studies of parasitic diseases, including hookworm and malaria. Laboratory studies focus on parasite vaccine and drug development, while field-based studies in West Africa focus on epidemiology and molecular mechanisms of anthelmintic treatment failure. In addition, Dr. Cappello serves as co-Director of the Yale international Adoption clinic, where he provides medical evaluations of children adopted from abroad.

Lei Chen, MD, MHS
Associate Professor of Pediatrics (Emergency Medicine) and of Emergency Medicine
Dr. Chen’s research focuses on health services as a means to improve the care of children in the acute care settings. He has focused on the application of new technologies to improve the care of pediatric patients to increase efficiency of medical care and improve delivery of quality health care in the developing world. He has devoted most of his time in Rwanda and China improving the infrastructure and training for clinical research and medical education.

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Robert Dubrow, MD, PhD
Professor of Epidemiology (Chronic Diseases)
Dr. Dubrow has been involved in cancer research for most of his career, first in cancer biology and then, for the major portion of his career, in cancer epidemiology, which has included the following work: 1) studies aimed at the identification of fecal and serum markers for the early detection of colorectal cancer and/or for the identification of persons at high risk for colorectal cancer; 2) case-control studies of cancers of the stomach, esophagus, breast, endometrium, and larynx, as well as malignant melanoma, childhood osteosarcoma, and childhood rhabdomyosarcoma; 3) a study of the effects of race and social factors on the stage at diagnosis of breast, prostate, colorectal, and endometrial cancers; 4) time trend and age-period-cohort analyses of malignant melanoma and colorectal cancer; and more recently, 5) HIV-related malignancies; and 6) descriptive and analytic epidemiology and patterns of care and outcomes for glioma. Since 2009, the latter two areas have been the main focus of his research.

Menachem Elimelech, Ph.D.
Robert Goizueta Professor of Chemical & Environmental Engineering
Dr. Elimelech’s research interests include environmental applications and implications of nanomaterials, membrane separations for desalination and water quality control, engineered osmosis for sustainable production of water and power, and water and sanitation in developing countries.

Rafael Perez-Escamilla, Ph.D.
Professor of Epidemiology; Director, Office of Community Health
Dr. Perez-Escamilla’s global public health nutrition research program seeks to understand how best to: 1) promote breastfeeding and other infant feeding practices; 2) measure household food insecurity; 3) mitigate the negative impact of household food insecurity on maternal-child physical and mental health outcomes; 4) mitigate the negative impact of maternal HIV on child growth and development; 5) design community nutrition education programs. His domestic health disparities research program focuses on design and evaluation of health disparities research program focuses on design and evaluation of community health worker models seeking to improve behavioral (nutrition, physical activity, self-glucose monitoring, medication adherence) mental health (stress reduction) and metabolic outcomes among Latinos with type 2 diabetes.

Kristopher Fennie, MSc, MPH, Ph.D.
Research Scientist and lecturer, Yale School of Nursing
Dr. Fennie’s research interests include infectious disease epidemiology in disenfranchised populations, the relationship between patient and provider in these populations, and medication adherence to HAART. She also works with HIV, HCV, and blood borne pathogen education in China.

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Professor of Epidemiology (Microbial Diseases) and of Forestry and Environmental Studies  
Dr. Fish is also the Director of the Yale Institute of Biospheric Studies Center for EcoEpidemiology. His research focus is on epidemiology and prevention of vector-borne disease.

Brian Forsyth, MBCBiB, FRCP(C)  
Professor of Pediatrics and Associate Professor of Child Study Center  
Dr. Brian Forsyth is Deputy Director for International Research for Yale’s Center for Interdisciplinary Research on AIDS (CIRA). His primary research interests lie in the areas of prevention of mother to child HIV transmission, the psychological effects of parental HIV on children and issues relating to child development. His research is conducted internationally, primarily in South Africa.

Gerald Friedland, MD  
Senior Research Scientist  
Professor Emeritus of Medicine and EPH  
Dr. Friedland’s research interests have focused on HIV disease in underserved populations in the United States, and most recently South Africa. These include the transmission of HIV among HIV seropositives, natural history and clinical manifestations of HIV infection, clinical trials of new antiretroviral and opportunistic infection therapies and adherence to these therapies. Dr. Friedland’s recent work has included study of multi and extensively drug resistant tuberculosis in Tugela Ferry, KZN, and South Africa.

Alison Galvani, PhD  
Professor of Epidemiology (Microbial Diseases) and of Ecology and Evolutionary Biology  
Professor Galvani’s research focuses on integrating epidemiology and the evolutionary ecology or economics in order to generate predictions that could not be made by these disciplines alone. This interdisciplinary approach has widespread potential for answering evolutionary questions, explaining empirical observations and informing public health policy. Professor Galvani has applied this approach to the study of HIV, influenza, TB and HPV, among other diseases.

Joel Gelernter, MD  
Foundation Professor of Psychiatry, Professor of Genetics and Neurobiology; Director, Division of Human Genetics  
Dr. Gelernter’s research focuses on the study of genetics of substance dependence, as well as a range of behavioral phenotypes, panic and other anxiety disorders, schizophrenia, and affective disorders. In addition to neuroimaging measures, Dr. Gelernter’s lab also examines genetic polymorphisms, both on a molecular level, and from the perspective of population genetics. He has current projects in Thailand and is developing others elsewhere in Asia.

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Assistant Professor of Psychiatry
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Elena Grigorenko, Ph.D.
Assistant Professor of Epidemiology (Chronic Diseases)
Dr. Grigorenko has worked with children and their families in the U.S. as well as in Africa (Kenya, Tanzania and Zambia, the Gambia, and Zanzibar), India, Saudi Arabia, and Russia. Her current research projects include, Cognitive and linguistic adaptation of international adoptees in the US, Learning disabilities in harsh developmental environments and their relation to infection, intoxication, and poverty in Africa. Genes involved in language disorders in a genetically isolated population, Genes involved in learning disabilities and cognitive processing, with special emphasis on studying minority samples in the US, and Interactions between genetic and environmental risk factors for developmental disorders and the role of these factors in response to interventions in juvenile detainees.

Jhumka Gupta, ScD, MPH
Assistant Professor of Epidemiology (Chronic Diseases)
Dr. Gupta's research focuses broadly on: (1) understanding how maternal and child health are impacted by rising levels of obesity and diabetes in developing countries, (2) determining how the delivery of healthcare impacts the identification and treatment of these diseases during the perinatal period, and (3) developing interventions focused on pregnancy and early infancy to prevent the intergenerational transmission of chronic disease. She has ongoing projects and collaborations in American Samoa, Sampa, South Africa, and the US.

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Robert Heimer, Ph.D., MSc
Professor of EPH, Associate Professor of Pharmacology
Currently, Dr. Heimer’s major research efforts include both field-based prevention work and laboratory investigations of disease transmission risks. The field-based work concentrates on the scientific evaluation of prevention programs serving drug users. These include syringe exchange, hepatitis vaccination, and overdose prevention. The laboratory work concentrates on the virological assessment of the risk of syringe sharing and other drug injection behaviors that may transmit HIV-1 and Hepatitis C virus.

Debbie Humphries, Ph.D., MPH
Clinical Instructor, School of Public Health
Dr. Humphries is a lecturer in the Global Health division at Yale School of Public Health and has mentored Yale students in international research in years past.

Karen Jubanyik, MD
Assistant Professor of Emergency Medicine; Director, Emergency Medicine Clerkship
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Trace Kershaw, Ph.D.
Associate Professor of EPH
Professor Kershaw’s research is in the area of HIV/STD prevention and reproductive and maternal-child health epidemiology. Currently he is involved in several research projects assessing the influence of behavioral interventions aimed to reduce the occurrence of HIV/STD and negative perinatal and postnatal outcomes for young women in the United States and abroad.

Kaveh Khoshnood, Ph.D., MPH
Associate Professor of EPH
Dr. Khoshnood is trained as an infectious disease epidemiologist, and his research interests include the epidemiology, prevention and control of HIV/AIDS and tuberculosis among drug users, prisoners and other at-risk populations in United States and in resource-poor countries; examination of the links between violent behavior and laboratory investigations of disease transmission risks. The field-based work concentrates on the scientific evaluation of prevention programs serving drug users. These include syringe exchange, hepatitis vaccination, and overdose prevention. The laboratory work concentrates on the virological assessment of the risk of syringe sharing and other drug injection behaviors that may transmit HIV-1 and Hepatitis C virus.

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Harlan Krumholz, MD
Harold H. Hines Jr. Professor of Medicine
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Mark Lazenby, APRN Ph.D.
Assistant Professor of Nursing and Divinity
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James Leckman, MD
Nelson Harris Professor in the Child Study Center;
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Dr. Leckman’s primary research interests are in the evaluation and treatment of Tourette’s Syndrome and early onset obsessive-compulsive disorder. He has also done work in numerous other areas of child and adolescent psychiatry as the current Director of Research for The Child Study Center.

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Dr. Malison’s research group is interested in the neurobiology and genetics of substance dependence disorders, with a particular focus on psychostimulant (cocaine and methamphetamine) dependence. Methodologies employed vary and include human laboratory methods designed to evaluate the regulation of cocaine self-administration, reinforcement, and cocaine behavioral effects. Also, in collaboration with Chulalongkorn University in Bangkok, his group is undertaking a feasibility study of the genetics of opioid and methamphetamine dependence in a northern Thai (Hmong) hill tribe population.

Hani Mowafi, MD, MPH
Assistant Professor of Emergency Medicine;
Section Chief of Global Health and International Emergency Medicine.
Dr. Mowafi’s areas of interest include provision of health services in humanitarian emergencies, the burden of injuries in low- and middle-income countries, and the characterization of global emergency care. He has participated in and led programs in thirteen countries primarily in the Middle East and Africa and has partnered with NGOs, UN agencies and universities on programs and academic research.

Linda Niccolai, Ph.D.
Associate Professor of Epidemiology; Director, HPV-IMPACT Project
Her main area of interest is in behavioral aspects of HIV/STI prevention. Specifically, she is interested in studying both individual- and partnership-level determinants of sexual risk behaviors, and population-based patterns of transmission dynamics. Her research includes a focus on the underserved populations of adolescents and women and includes both domestic and international sites. Currently, Professor Niccolai is involved in three main areas of research: the behavioral and molecular epidemiology of repeat Chlamydia infections among young women; HIV transmission dynamics among injection drug users and commercial sex workers in Russia; and working with the Connecticut Emerging infections program to monitor impact of the human papillomavirus vaccine.

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Her main area of interest is in behavioral aspects of HIV/STI prevention. Specifically, she is interested in studying both individual- and partnership-level determinants of sexual risk behaviors, and population-based patterns of transmission dynamics. Her research includes a focus on the underserved populations of adolescents and women and includes both domestic and international sites. Currently, Professor Niccolai is involved in three main areas of research: the behavioral and molecular epidemiology of repeat Chlamydia infections among young women; HIV transmission dynamics among injection drug users and commercial sex workers in Russia; and working with the Connecticut Emerging infections program to monitor impact of the human papillomavirus vaccine.

James Leckman, MD
Nelson Harris Professor in the Child Study Center;
Professor of Psychology and Pediatrics
Dr. Leckman’s primary research interests are in the evaluation and treatment of Tourette’s Syndrome and early onset obsessive-compulsive disorder. He has also done work in numerous other areas of child and adolescent psychiatry as the current Director of Research for The Child Study Center.
Diane McMahon-Pratt, Ph.D.
Professor of EPH
Professor McMahon-Pratt’s laboratory is interested in understanding the immune effector mechanisms in the mammalian host that are involved in the control of infection and/or pathogenesis of leishmaniasis, with the aim to developing a vaccine. Currently, Professor McMahon-Pratt is director of an NIH-sponsored International Collaborating Infectious Disease Research Center Program and Fogarty Training Programs with Centro Internacional de Entrenamiento e Investigaciones Medicas in Colombia.

Doruk Ozgediz, MD MSc
Associate Professor of Surgery
Section of Pediatric Surgery
Dr. Ozgediz’s research interests include challenges and solutions for surgery in resource poor areas, capacity-building for the surgical workforce in resource limited settings, health disparities in surgical care, and burden of surgical disease. He has been working through surgical collaborations in Uganda since 2003 and has a specific clinical interest in surgical care for children.

Elijah Paintsil, MBChB, MD
Assistant Professor of Pediatrics & Pharmacology

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Professor of Public Health (Health Policy) and of Management
Dr. Paltiel works in the field of operations research and disease simulation modeling. He conducts cost-effectiveness analyses on a variety of medical technologies and public health activities. His current research focuses on model-based evaluation of HIV/AIDS testing, prevention, treatment, and care in vulnerable and underserved populations in the United States and abroad.

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work in Pakistan, Malawi, Jordan, Hospital for Tropical Diseases (HTD) in London, and the Regional Dermatology Training Center (RDT) in Tanzania. She is especially interested in addressing global access to medical care, medical diplomacy programs and improving medical training and dermatologic therapies in developing countries. In 2007, Dr.Sethi established a dedicated dermatology elective exchange program with Kamuzu Central Hospital in Lilongwe, Malawi for undergraduates, medical students and dermatology residents.

Andre N. Sofair, MD, MPH
Associate Professor of Medicine (General Medicine) and of Epidemiology (Microbial Diseases)

Dr. Sofair's research interests lie primarily in the area of emerging infectious diseases. He has worked to develop surveillance systems for the detection of emerging pathogens, developed hospital and practice–based cohorts to define infectious disease burden and epidemiology, and performed a number of validation studies to limit biases in estimation of incidence rates. His current work focuses largely on the epidemiology of chronic liver disease with an emphasis on liver disease due to hepatitis C infection.

Serena Spudich, MD, MA
Professor of Neurology
Division Chief, Neurological Infections & Global Neurology

Dr. Spudich is trained in both Internal Medicine and Neurology, as well as fellowship training in Neuro-Infectious Disease, Neuro-AIDS, and clinical research methods. Her primary research concentration is the pathogenesis of HIV infection in the nervous system, focusing particularly on establishment of inflammation, injury, and a potential CNS ‘reservoir’ for HIV. These studies have involved intensive and coordinated multidisciplinary studies of difficult to access and identify subjects, for example systemic HIV controllers, patients with CNS ‘escape,’ and individuals with acute and early infection in San Francisco, USA and Bangkok, Thailand.

Marietta Vázquez, MD
Associate Professor of Pediatrics, Infectious Diseases
Director of Pediatric Global Health Track

Dr Vázquez is an infectious diseases specialist who conducts clinical epidemiology research. Her primary research interests include evaluating the effectiveness of pediatric vaccines—varicella vaccine, Rotavirus vaccines, Lyme vaccine, Pneumococcal conjugate vaccine, and Influenza vaccine, among others. Dr Vázquez's studies focus on the assessment of the effectiveness of vaccines. She has established the Pediatric Hospital Infantil Robert Reid Cabral (HRRC) collaboration. This new initiative is a multicafated collaborative program between Yale Pediatrics and the only public children's hospital in Santo Domingo—HRRC. The collaborative program encompasses research projects (funded in part by the Centers of Disease Control Foundation, a bidirectional resident exchange program, and faculty exchange. Dr Vázquez also serves as co-director of the Yale Pediatric Global Health track.

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Dr. Warner’s research interests include the cultural and social history of medicine in 19th and 20th century America, comparative history, (particularly British, French, and North American medicine), and medical cultures since the late 18th century.

Maria Ana Diuk-Wasser, Ph.D., Assistant Professor of Epidemiology (Microbial Diseases)
Dr. Diuk-Wasser’s primary research interests include environmental and ecological drivers of vector-borne and zoonotic diseases as well as spatiotemporal predictions of risk.

Daniel Weinberger, PhD, Assistant Professor of Epidemiology (Microbial Diseases)
Dr. Weinberger’s research is at the intersection of microbiology and epidemiology. Much of his work focuses on the pneumococcus, a major bacterial pathogen that causes a large burden of disease worldwide, particularly among young children and the elderly. Major research questions are related to bacterial evolution and strain dominance, bacterial-viral co-infections, and seasonal determinants of bacterial disease incidence. He also does work focused on improving the interpretation of disease surveillance data and understanding geographic variations in vaccine impact. These projects have direct relevance for interpreting post-vaccination disease data and for understanding the potential impacts of bacterial evolution on long-term vaccine effectiveness.

Jeffrey Wickersham, PhD, Associate Research Scientist in Medicine (Infectious Diseases)
Dr. Wickersham’s research is focused on the development and evaluation of biomedical and behavioral interventions to address HIV prevention and substance abuse treatment among sex workers. His work targets both cisgender female and transgender women in the sex work industry in Southeast Asia. Broadly, his work seeks to understand the effect of gender differences in substance use etiology, drug and sex risk taking behavior, and to develop interventions sensitive to gender-specific needs to improve HIV and substance dependence outcomes.

Julie Womack, CNM, APRN, PhD, Assistant Professor of Nursing
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Tongzhang Zheng, DSc
Susan Dwight Bliss Professor of Epidemiology

Dr. Zheng’s research interests are in the area of environmental pollution and human health, particularly in cancer epidemiology and etiology related to environmental hormone disruptors, genetic susceptibility and gene-environmental interaction. His research emphasizes the role of organochlorine compounds (such as PCBs, DDE and other pesticides) in the etiology of several major cancers in the United States including breast, Non-Hodgkin lymphoma, Hodgkin’s diseases, multiple myeloma and testicular cancer. International activity has been primarily in China.

In addition to those faculty listed here, the Directory of Faculty Research Interests — maintained by the Office of Student Research is a great resource to identify potential faculty mentors and thesis advisors. It is available on-line at, https://medicine.yale.edu/dfri/ or by contacting donna.carranzo@yale.edu

Barry J. Wu, MD, FACP
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Dr. Wu is responsible for teaching residents, medical students, physician assistants and caring for the uninsured and under insured in New Haven. He has participated on medical mission trips to the Dominican Republic, Ecuador and Panama and taught at the International Medical Conference for medical missionaries in Thailand. He has been on the board of the Yale China Association since 2007 and has been involved in developing a model of undergraduate and graduate medical education in China.

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The Arons-Millard Student Research Fund for Surgery

The Arons-Millard Student Research Fund for Surgery was established by M. Felix Freshwater, M.D., D.M.D. (B.S. Yale 1952) Light-Millard Professor of Surgery, Emeritus, Yale and D. Ralph Millard Jr., M.D. (B.S. Yale 1941) Light-Millard Professor of Surgery, Emeritus at the University of Miami.

This research fund is administered by the Office of Student Research, and students may pursue projects abroad within the surgical disciplines. Such research projects must fall within the following areas:

1. Clinical research with the surgical disciplines
2. Projects related to the History of Surgery
3. Projects on surgical ethics
4. Projects on evidence-based care
5. Projects on surgical economics

Research projects meeting these criteria can be conducted in domestic or international settings.
2019 Downs Funding Recipients

- Carye Chaney, GSAS (Anthropology): Investigating endocrine disrupting chemicals in two Argentine Indigenous populations Argentina. (faculty advisor: Claudia Valeggia)
- McKenzie Colt, YSPH: Household risk factors for malaria among children under 10 in southwest Burkina Faso Burkina Faso. (faculty advisor: Sunil Parikh)
- Harry Hyunteh Kim, YSPH: Investigating the community-level variation of soil-transmitted helminth prevalence in Kpandai district, Ghana: a qualitative study. (faculty advisor: Debbie Humphries)
- Lauren Kim, YSPH: Investigating Barriers to Treatment of Newly Diagnosed HIV Positive Men Who Have Sex with Men and Transgender Women in Greater Kuala Lumpur, Malaysia. (faculty advisor: Jeffrey Wickersham)
- Sarah Moor, YSPH: Patient Prioritizations when Accessing Medicine for NCD Management in rural Uganda (faculty advisor: Jeremy Schwartz)
- Adam Moore, YSPH: Exploring the impacts of Plasmodium falciparum genetic diversity on the PRr-BSG invasion pathway in Kédougou, Senegal. (faculty advisor: Amy(Christine) Bei)

Downs Fellowship Program

The Downs Fellowship Program utilizes an endowment from Dr. Wilbur Downs and his family to provide opportunities for students from the Schools of Epidemiology and Public Health, Medicine, Physician Associate, and Nursing to complete research projects in the developing world. The Downs Fellowship Committee is comprised of members from the four health professions schools, meets monthly to review issues of interest and serves as the committee to review applications and award fellowship applications.

Dr. Leonard Munstermann chairs the Downs Fellowship Committee. Students interested in the Down's Fellowship can e-mail him at Leonard.Munstermann@yale.edu, or Anjuli.Bodky@yale.edu, Program Administrator.

Listed below are the Downs Fellowship recipients for the past three years. https://publichealth.yale.edu/downs/fellows/
Sakura Oyama, YSM: Relationship between CREB|B|P genotype, adiposity and resting metabolic rate in Samaean infants. Samaean infants. (faculty advisor: Nicola Hawley).


Daniel Hudson, YSM: Descriptive molecular-based epidemiological study of Plasmodium malariae infection across rural and urban sites in southern Cameroon. Douala, Cameroon. (faculty advisor: Sunil Parikh).

Olivia Nusbaum, YSPH: Descriptive molecular-based epidemiological study of Plasmodium malariae infection across rural and urban sites in southern Cameroon. Douala, Cameroon. (faculty advisor: Sunil Parikh).

2017 Downs Funding Recipients

Kendall Anslania, YSPH: Associations of maternal nutrition during pregnancy and CREBFRF genotype with neonatal adiposity in Samoa. (faculty advisor: Nicola Hawley, PhD)

Rebecca Byler, YSPH: Testing of targeted multifunctional nanoparticles for anti-leishmanial applications in Colombia. (faculty advisor: Tarek Fahmy, PhD)

Katherine Desobry, YSPH: Use of a mathematical model to guide empiric antibiotic prescription recommendations for skin and soft tissue infections in Suva, Fiji. (faculty advisor: Melinda Pettigrew, PhD)

Aine Lehane, YSPH: Host and parasite factors that impact seasonal malaria chemoprevention in children living in Burkina Faso. (faculty advisor: Sunil Parikh, MD, MPH)

Madison Sharp, YSM: Assessing the relationship between chronic disease and depression among female Syrian refugees and Jordanians in Jordan. (faculty advisor: Kaveh Khoshnood, PhD, MPH)

Avery Thompson, YSPH: Changes in nutritional status and physical activity over time and their associations with body composition: a follow up survey of 4-7 year olds in Samoa. (faculty advisor: Nicola Hawley, PhD)

Melinda Wang, YSM: Measuring the effects of social networks and health promoting partners on continuity of TB treatment among recently released HIV positive prisoners with a history of opioid use in Malaysia. (faculty advisor: Frederick Alltice, MD, MA)

2017 Downs Funding Recipients

Justin Jones, YSPH: Identifying Barriers to IPT Prescriptions among Health Care Workers in Tugela Ferry South Africa: A Convergent Parallel Mixed Methods Study. Tugela Ferry, South Africa (faculty advisor: Sheela Shenoi)

Seong Im Hong, YSM: Developing Context-Appropriate, Caretaker-Centered Education Materials for Caretakers of Children with Ostomy in Mulago Hospital, Kampala, Uganda. (faculty advisor: Doruk Ozgediz)

Justin Goodwin, YSM: Understanding the Determinants and Significance of Parasite Persistence After Antimalarial Treatment. Tororo and Busia, Uganda. (faculty advisor: Sunil Parikh)


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• Stephanie Baluka, PA: Barriers and Facilitators of Glycemic Control Among Disadvantaged Populations with Type 2 Diabetes in Mexico City. (faculty advisor: Rosana Gonzalez-Cotaso)

• Paige Baum, YSPH: Extension: Longitudinal Analysis of Seasonal Rat Abundance and Activity in Association with Leptospirosis Incidence in Brazilian Urban Slums. Brazil (faculty advisor: Albert Ko, MD)

• Divya Chandra, YSPH: Isoriazid Preventive Therapy Uptake and Adherence in Two South African Clinics with Different Models of Integrated HIV/TB Care. (faculty advisor: Sheela Shenoi, MD)

• Sara Cronenst, YSPH: Determining tuberculosis incidence through a retrospective cohort study of existing prevalence data and the South Africa national TB register. (faculty advisor: Ted Cohen, MD)

• Samara Fox, YSM: Assessing the impact of a clinical practice guideline for the management of traumatic brain injury patients on healthcare provider knowledge, attitudes, and practices at a referral hospital in Moshi, Tanzania. (faculty advisor: Karen Jubanyik, MD)

• Amandine Godier-Furnemont, YSM: Assessing Backlog in Surgical Care for Pediatric Anomalies in Uganda. (faculty advisor: Doruk Ozgediz, MD)

• Emily Hoff, YSM: Congenital Zika Syndrome: What is it and who gets it? Brazil. (faculty advisor: Albert Ko, MD)

• Katherine Rich, YC (BA/BS-MPH): Assessing the effects of psychosocial determinants of health on HIV treatment adherence and outcomes among a population of men who have sex with men in Lima, Peru. (faculty advisor: Rick Allicie, MD)

• Jocelyn Rinne, YSN: Understanding the challenges to midwifery practice and education in a high volume setting in Kampala, Uganda. (faculty advisor: Allison Shorten, PhD, RN)

• Cynthia Shi, YSGS (Public Health): Role of stigma in a household contact tracing intervention for tuberculosis in Uganda: a mixed-methods exploratory study. (faculty advisor: Luke Davis, MD)

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Global Health Equity Scholars Program

The Global Health Equity Scholars (GHES) program offers a unique international experience for postdoctoral fellows, and advanced PhD and professional school students. It provides one-year research training fellowship opportunities in global health at top-ranked, NIH-funded centers abroad. The GHES program is one of five supported by the Global Health Program for Fellows and Scholars funded by the Fogarty International Center at NIH https://www.fic.nih.gov/Programs/Pages/scholars-fellows-global-health.aspx. This program brings together a consortium that includes the University of California, Berkeley, Florida International University, Stanford University, and Yale University. This program supports a one-year mentored research fellowship for trainees to study slum-related health topics/challenges. Fellows will spend eight to ten months in low-resource settings at one of the 20 program project sites. The research topics can range from infectious diseases to non-communicable chronic diseases, environmental health, mental health, urban planning, engineering, education and others. This fellowship is designed for citizens or permanent residents of the U.S. Low- and middle-income country scholars who work at a pre-approved fellowship international site are also eligible. The deadline for this round of awards is November 15, 2019. For more information on eligibility, specific aspects of the fellowship award, and an application, please visit http://ghes.berkeley.edu/. 

Recipients:
- Adeolu Aromolaran (2016-17)
- Samantha Kaplan (Cape Town, South Africa – 2015-16)
- Duncan Reid (Durban and Tugela Ferry, South Africa – 2014-15)
- Sheela Shenoi (2008)
- Libby Houle (2006)
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Fulbright Fellowship

This fellowship supports one year research programs, whether as part of formal degree programs or individual research, in over 140 host countries. For further information about the Fulbright at Yale, see: https://funding.yale.edu/fellowships/fulbright-us-student-grants National deadline, Tuesday, October 8, 2019 5 pm EST.

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Global Health Equity Scholars Program

The Global Health Equity Scholars (GHES) program offers a unique international experience for postdoctoral fellows, and advanced PhD and professional school students. It provides one-year research training fellowship opportunities in global health at top-ranked, NIH-funded centers abroad. The GHES program is one of five supported by the Global Health Program for Fellows and Scholars funded by the Fogarty International Center at NIH https://www.fic.nih.gov/Programs/Pages/scholars-fellows-global-health.aspx. This program brings together a consortium that includes the University of California, Berkeley, Florida International University, Stanford University, and Yale University. This program supports a one-year mentored research fellowship for trainees to study slum-related health topics/challenges. Fellows will spend eight to ten months in low-resource settings at one of the 20 program project sites. The research topics can range from infectious diseases to non-communicable chronic diseases, environmental health, mental health, urban planning, engineering, education and others. This fellowship is designed for citizens or permanent residents of the U.S. Low- and middle-income country scholars who work at a pre-approved fellowship international site are also eligible. The deadline for this round of awards is November 15, 2019. For more information on eligibility, specific aspects of the fellowship award, and an application, please visit http://ghes.berkeley.edu/.

Recipients:
- Adeolu Aromolaran (2016-17)
- Samantha Kaplan (Cape Town, South Africa – 2015-16)
- Duncan Reid (Durban and Tugela Ferry, South Africa – 2014-15)
- Sheela Shenoi (2008)
- Libby Houle (2006)
- Jessica Beard (2006)
Founders Affiliate Medical Student Research Program

The purpose of the grant is to encourage medical students to consider a career in cardiovascular research. The need for new researchers in the health sciences, from basic science to human behaviors, is critical. This program is designed to provide students at the crossroads of career choices an opportunity to experience research first hand with an established investigator.

Awards for student stipends are made for 12 months for $22,000 per year which includes 10% indirect cost.

Application deadline: Please contact OSR for deadline. 2018 deadline was approximately December 8th.

NIH - YCCI Multidisciplinary Pre-doctoral Training Program

This is a one-year research fellowship program awarded by the NIH through the YCCI. The program is part of the NIH Roadmap initiative to train and fund more MDs to undertake training, research projects and eventually careers focused on clinical/translational research. To be eligible to apply you must be a U.S. Citizen or Permanent Resident.

How to Apply: Please notify Donna Carranzo at donna.carranzo@yale.edu of your intent to apply. There is going to be a new process in place for applications for this fellowship – OSR will have more information in early Fall.

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A new training opportunity that blends the elements of two former programs (NHIM-NIH Research Scholars Program and NIH Clinical Research Training Program). This builds on the focus and goals of the NIH Clinical Research Training Program and the HHMI-NIH Research Scholars Program of training the next generation of medical researchers and providing research opportunities in basic laboratory, clinical, and translational research for medical and dental students.

Application is available on line at http://www.cc.nih.gov/training/mrsp/index.html

Application Deadlines: As noted on the NIH website.

NIH-National Institute of Diabetes and Digestive and Kidney (NIDDK) Diseases Medical Student Research Training Program

The National Institute of Diabetes and Digestive and Kidney Diseases conducts and supports research on many of the most serious diseases affecting public health. The Institute supports much of the clinical research on the diseases of internal medicine and related subspecialty fields as well as many basic science disciplines.

How to Apply

Please note that you will need to contact Donna Carranzo at donna.carranzo@yale.edu in the Office of Student Research as soon as you decide to apply for this grant.

IMPORTANT: Per the NIH guidelines for this fellowship opportunity: “if the proposed mentor is NOT already listed as a member of the training faculty on an NIDDK supported T32, then a request to appoint the mentor to the training grant must be submitted to the NIDDK program director for the relevant T32 prior to submission of the student’s application, and approval must be obtained prior to submitting the application”


Please review the NIH guidelines and instructions for this fellowship opportunity at http://www.niddk.nih.gov/research-funding/process/apply/about-funding-mechanisms/t32/T32-MSRT/Pages/T32-medical-student-research-training-supplement.aspx

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CLINICAL ELECTIVE EXPERIENCES IN INTERNATIONAL SETTINGS

Clinical electives allow students who have completed their core clerkships to have a clinical experience in another health care system. The following clinical electives are available:

Argentina
Sanatorio Allende
Cordoba
Yale Mentor – Robert Rohrbaugh and Rosana Gonzalez-Colaso
Requirements: Language Assessment passed at intermediate or higher.
Duration: 4 weeks

Yale medical students will participate in rounds with the medical team, attend outpatient clinics, as well as round on the in-patient service units. In addition, there may be opportunities to observe and compare clinical activities at other community based public hospitals.

Students are required to speak Spanish on at least a high intermediate level in order to maximize their experience in Cordoba. Clinical rotations are currently available in Nephrology, Cardiology and Ob-Gyn.

The principle preceptor on this elective is Dr. Marcello Orias who did his fellowship training at Yale and has a faculty appointment in the Yale Department of Internal Medicine.

Participants:
- Siobhan Case (2014)
- Matthew Marr (2014)
- Susan Maya (2014)
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PUC, a private not-for-profit university in Santiago, Chile, includes health professional schools in the fields of medicine, nursing, and dentistry. The medical school, which is viewed as the top school in the country, has established relationships with other institutions in South America as well as worldwide, and is currently part of an international seven school educational consortium directed by the ECFMG. The medical school has a seven-year curriculum whereby students enter after high school and receive elements of undergraduate education combined with a foundation in biomedical science. The medical students have a gradually increasing clinical experience and the final two years are referred to as internship and resemble the clinical rotations during the latter years at Yale School of Medicine. Yale students will work in teams that include interns (6th and 7th year students) from PUC as attending physicians, in a manner similar to that in the US. Many of the senior leaders in the school received some of their medical education outside of the Chile, collaborate with colleagues in the US, are quite attuned to the educational curriculum for students in the US, and have fostered relationships with other institutions.

At PUC, there would be an opportunity to participate in a health care system that is organized in a manner that is different from the US and to experience family-based primary care for large populations of patients, with resources very much focused on the education of students. Students must speak Spanish on at least an intermediate-advanced level. Language assessment required.

Participants:
- Olga Laur (2015)
- Jacob Siegel (2016)
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Colombia
Fundación Santa Fe de Bogotá
Bogotá, Colombia
Yale Mentor - Dr. Bernardo Lombo
Requirements: Language Assessment passed at intermediate or higher.
Duration: 4 weeks
The Fundación Santa Fe de Bogotá founded by two Yale Medical School alumni established a clinical elective program. Students can rotate at the FSBF main hospital or at the primary care clinic FSBF operates in a rural area just outside Bogotá. Both clinical sites demonstrate an impressive commitment to patient centered care and patient safety. In addition to learning about the specialty they choose for their clinical elective, students will have the opportunity to meet leaders at the hospital to learn how they ensure their clinical programs demonstrate the values of patient centered care and patient safety.
Clinical Responsibilities:
Clinical rotation sites are available depending on the student’s particular interests. It is required that students have an intermediate level of fluency in Spanish, as rounds and daily activities will be conducted in Spanish. Clinical rotations at FSBF are 4 weeks long.
Participants:
- Kayisia Ludford (2014)
- Jorge Ramallo (2014)
- Maria Nardell (2014)
- Meredith Binford (2015)
- Kelsey Loeliger (2015)

Susan Combs (2015)
Tson Aberra (2017)
Sophie Chung (2018)
Kelsey Loeliger (2019)

Dominican Republic
Pre-Clinical and Clinical
Instituto Tecnológico de Santo Domingo (INTEC)
Santo Domingo, Dominican Republic
Yale Mentor – Dr. France Galemaeur
Requirements: Language Assessment passed at intermediate or higher (for 4-week Clinical Elective Only); Beginner Spanish encouraged for pre-clinical, but not required.
Duration: 4 weeks for Clinical; 1 week over spring break for Pre-Clinical
In 2013, a pre-clinical site was established in the Dominican Republic at the Instituto Tecnológico de Santo Domingo “Intec.” The objective of this week long elective is to teach students about the delivery of health care in an international setting and the impact of social determinants of health in the Caribbean. Emphasis is given to the challenges and opportunities for providing care in a resource limited country and the major communicable and non-communicable diseases in the Dominican Republic.
Clinical Responsibilities:
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**Ghana University of Ghana School of Medicine and Dentistry (UGSMD)**

**Accra, Ghana**

**Yale Mentor – Dr. Elijah Paintsil**

**Requirements:** YSM Ultrasound elective (recommended)

**Duration:** 4-6 weeks

Established in 1962, UGSMD, was the first medical school in Ghana. The Ministry of Health, in 1998, initiated the establishment of a School of Allied Health Sciences to train graduate allied health Professionals. Programs for this school include physiotherapy, medical laboratory science and radiography. The Academic Board and the University Council approved this proposal in 1999. In the year 2001, this School came into being. An earlier Diploma in Medical Laboratory Technology also sponsored by the Ministry of Health in 1994 was phased out, with the birth of the School of Allied Health Sciences. The idea of creating a College of Medicine was mooted in 1994. Planning for the College took five (5) years. In 1997, the Academic Board of the University endorsed proposals from the UGMS to bring together Medical School, the School of Public Health, Noguchi Memorial Institute for Medical Research, the School of Allied Health Services and a School of Nursing as a College of Medical Sciences.

On December 11, 1999, the University Council gave assent to the establishment of the College but changed the name to COLLEGE OF HEALTH SCIENCES. The partnership between UGSMD and Yale School of Medicine began in 2015.

Students wishing to do an elective in Ghana have the option to do a 4 or 6 week rotation in one of the following areas: Internal Medicine, Pediatrics, Ob/Gyn, Surgery and Anesthesia.

**Participants:**

- Chris Marfo (2017)
- Aimee Alphonso (2017)
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The ASRI clinic is located in Borneo, Indonesia, near the ASRI rain forest. The clinic attempts to play a role in salvaging the rain forest. The staff of the clinic observes the rain forest conservation work that is being conducted on site, and students will also be able to observe the rain forest conservation work that is being conducted on site and how the clinic attempts to play a role in salvaging the rain forest.

Medical students will be able to work with Dr. Webb if she is on site or with one of the volunteer physicians to treat patients both at the site of the clinic as well as on mobile clinic visits to communities in the rainforest. Medical students will also be able to observe the rain forest conservation work that is being conducted on site and how the clinic attempts to play a role in salvaging the rain forest.

This is a low technology setting and so students will principally rely on history and physical exam skills. Learning to utilize Ultrasound technology before going on the elective would be very useful.

Students will usually be paired with an Indonesian student from Jakarta who will serve as the student's language and cultural broker. Students should be prepared for living conditions that accompany a clinic in a low income setting on the edge of a rain forest.

Participants:
- Austin Weiss (2014)
- Kai Swenson (2014)
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ASRI was founded by Dr. Kinari Webb, a Yale School of Medicine graduate, who developed this very innovative model of linking human health with the health of the rain forest. The staff of the ASRI program are all Indonesians. Fifteen to twenty western medical volunteers spend time at the clinic each year assisting with patient visits at the clinic, mobile clinic rotations, research, and training local medical staff. These volunteers are a critical part of the program’s goal to build local medical capacity in Indonesia.

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- Alexander Domingo (2016)
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- John Gaudet (2017)
- Eunice Martins (2017)
Jamaica
University of the West Indies (UWI)
University Hospital
Kingston, Jamaica
Yale Faculty Mentor – Dr. Elijah Paintsil
Duration: 4 weeks

Our site in Jamaica is for Yale medical students who are interested in global health from a surgical perspective. Students will participate in surgical rounds at the University Hospital in Kingston. Paired with UWI students, Yale students will have the opportunity to work with Dr. Hilary Brown. Dr. Brown, a native of Jamaica, completed her surgical residency and later, fellowship at Yale.

Student will be housed in student housing on the Mona campus of UWI in Kingston.

Participants:
- Kayisia Ludford (2014)
- Chung-Sang Tse (2015)
- Gerneiva Parkinson (2017)
- Sifon Ndon (2019)

People's Republic of China
Xiangya Hospital System
Changsha, Hunan Province
Yale Mentor – Dr. Robert Rohrbaugh
Duration: 4 weeks

The Yale-China Association founded the Xiang-Ya (Hunan-Yale) Hospital and medical school over 100 years ago. Xiangya School of Medicine is a highly regarded, central government funded medical school. Facilitated by the Yale China Association health committee staff, we are able to develop elective rotations in many disciplines at Xiangya. This has been a truly bilateral exchange with Xiangya students, residents and faculty spending time on the Yale campus.

Changsha is a medium sized Chinese city of about 7 to 8 million people. About 1-2 million of these individuals have come to Changsha from the countryside to seek work. Students will be able to gain first-hand experience regarding the difficulties of providing health care for this population and experience some of the environmental challenges of rapid industrialization.

Selection will in part depend on finding a mentor who will be able to work with the student in that department. Traditional Chinese Medicine is a well-regarded independent department at the medical school and students may be interested in spending some time with these physicians.

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Medical students in China tend to be in more of an observer role rather than being actively engaged in caring for patients. Thus, Yale students going to Xiangya should be prepared to round with the care team but not to have weight-bearing clinical responsibilities.

Knowledge of Mandarin would be useful in gaining a fuller understanding of the system of care but is not a requirement for the rotation. Xiangya will assign a medical student to assist non-Mandarin speakers.

Participants from Yale:
- Derek Kong (2015)
- Jia Liu (2015)
- Rebecca Vitale (2015)
- Amanda Wallace (2015)
- Sarah (Chaoying) Xu (2015)
- Daniel Barron (2016)
- Connie Cheng (2016)
- Raj Chovataya (2016)
- Adesuwa Ighodaro (2016)
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- David Zhu (2016)

Elizabeth (Chen) Kurtz (2017)
Edward Herman (2017)
Lucy Liu (2017)
Wendy Xiao (2017)
Goran Micovic (2018)
Allen Shih (2018)
Alex Sun (2018)
Siyu Xiao (2018)
Genevieve Yang (2018)
Ke Zhang (2019)
Constance Zou (2019)

Participants to Yale:
- Ji Li (2012)
- Chengyuan Song (2012)
- Yuan Liu (2012)
- Weiqing Wang (2012)
- Shiyu Chen (2013)
- Zijin Zhao (2013)
- Fei Shao (2013)
- Luz Zhou (2013)
- Feng Lin (2014)

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Shiyu Chen (2013)
Zijin Zhao (2013)
Fei Shao (2013)
Luz Zhou (2013)
Feng Lin (2014)

Participating students to Yale:

- Shiyu Chen (2013)
- Zijin Zhao (2013)
- Feng Lin (2014)
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The Church of Scotland hospital was originally founded by missionaries at the turn of the century from Scotland. The name "Church of Scotland Hospital" (affectionately known at "CoSH") is historic, and only maintained to honour the Scottish missionaries who started the hospital in the early 1930s. In 1974 the KwaZulu government was formed. They have since taken over all the mission hospitals and changed them into government hospitals. The hospital is the health center of a district called Msinga, which seems to have its own climate and vegetation different from the surrounding affluent farmlands and forestry areas. Msinga is a little pocket of old and traditional Africa where Zulu people live, some holding to a traditional lifestyle which has not changed for 100s of years.

Although TB is the leading cause of death among HIV-infected patients in South Africa, care of the two diseases has been separate, leading to fragmented patient care and suboptimal patient outcomes. Dr. Gerald Friedland has worked on projects integrating care for HIV and TB and this is the focus of collaborative operational research projects in KwaZulu Natal. In addition, the discovery of XDR TB has been a focus of a more recent investigation. The surrounding area is hilly, mountainous, and very rural with one tarred road, dirt roads and paths, and humble family compounds. The site affords a genuine rural African medical experience.

While students will have protective gear to wear during clinical experiences at Tugela Ferry, students must consider that XDR TB is a potentially fatal disease. In particular, any student who may be immune-compromised should not consider this site for a clinical rotation.

The clinical experience will be largely in an outpatient clinic and will be supervised by Dr. Anthony Moll, Senior Medical Officer. Opportunities to work with home care workers providing DOT may also be available. Students have the ability to complete clinical electives outside of internal medicine at CoSH.

Participants:
- Jordan Sloshower (2014)  
- Barbara Chaiyachati (2014)  
- Emily Thomas (2014)  
- Tiffany Yuh (2015)  
- Dame Idossa (2015)  
- Akash Gupta (2015)  
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- Dame Idossa (2015)  
- Akash Gupta (2015)
Thailand
Mettapraparachar (Wat Rai Khing) Hospital
Yale Mentor - Dr. Ninani Kombo
Requirements: YSM Ophthalmology 4-week elective
Duration: 6 weeks
The hospital is located in Nakornprathom province, adjacent to Bangkok, and approximately 40 minutes drive west of the city center. This province is well known for a number of historic sites, including Wat Rai Khing temple. Mettapraparachar hospital is administratively part of the Department of Medical Services at the Ministry of Public Health.
Dr. Puwat Charukamnotekanok, the hospital’s director of international affairs, will serve as an on-site director of the exchange program.

The elective is offered to one or two Yale students at any given time, for a minimum of 6 weeks, during which they will be paired with an ophthalmology resident from Mettapraparachar Hospital. The students will observe and participate in the care of the patients to the extent of their abilities, participating in rounds and other clinical activities including observation in the operating rooms. They will have the opportunity to develop hands-on surgical skills in the well-equipped microsurgery training center. They will also accompany the frequent outreach mission throughout Thailand when they occur during the rotation. Transportation on these missions will be provided by the hospital. Participating students are required to have completed the YSM Ophthalmology 4 weeks elective prior to the elective in Thailand.

Participants:
- Haben Kefella (2014)
- Wei Gui (2014)
- Bethlehem Mekonnen (2015)
- Peter Zhao (2015)
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Uganda
Mulago Hospital
Makerere University
Yale Mentor - Dr. Tracy Rabin
Requirements: YSM Ultrasound elective (recommended)
Duration: 6 weeks
An affiliation between Yale and Makerere University in Kampala, Uganda, was established to place Yale attendings and residents at Mulago Hospital throughout the year, funded through the Yale Stanford/Johnson & Johnson Scholars in International Health Program. This is a bilateral exchange program with Ugandan students and faculty also spending time on the Yale campus.

An affiliation between Yale and Makerere University in Kampala, Uganda, was established to place Yale attendings and residents at Mulago Hospital throughout the year, funded through the Yale Stanford/Johnson & Johnson Scholars in International Health Program. This is a bilateral exchange program with Ugandan students and faculty also spending time on the Yale campus.

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Starting in 2014 students came during the start of the academic year.

Participants from Yale:
- Isaac Benowitz (2011)
- Michael Otremba (2011)
- Jocelyn Ronda (2011)
- John Thomas (2011)
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Other International Clinical Opportunities

Zambia
Mwandi Hospital
Requirements: Student must have completed both surgical and medicine clerkships and express a strong interest in international health.
Yale Mentor - Dr. Michael O’Brien

Dr. Michael O’Brien, Department of Surgery, makes an annual two-week trip to the village of Mwandi, on the Zambezi River in southwest Zambia, volunteering in the local Mwandi Hospital, a 50-bed rural facility. Dr. O’Brien takes one 4th/5th year medical student with him to assist in general surgical and medicine responsibilities.

Mwandi is midway between Livingstone and Sesheke, in the southwest corner of Zambia. The medical experience would primarily be surgical but students would be caring for patients with infectious and medical diseases as well.

For more information, contact Michael.Obrien@yale.edu. Please note that this is not an elective funded by OIMSE.

Participants:
- Heather McGee (2007)
- Jonathan Lu (2008)
- Jill Rubenstein (2009)
- Matthew Hornick (2010)
- Kiavash Nikkhoo (2011)
- Adam Sang (2012)
- Oluwarotimi Okunade (2013)
- Paul Bagi (2014)
- Lise Tchouta (2015)
- Joshua Rosen (2016)
- Valerie Luks (2017)
- Anusha Singh (2018)

Other International Clinical Opportunities

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- Andrew Semulimi (2018)
- Abraham Mukalazi (2018)
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- Josephine Ndawula (2019)
Arizona
Chinle Comprehensive Health Care Facility
Chinle, AZ
Yale Mentor – Dr. Peter Ellis
Duration: 4 weeks

The Chinle Comprehensive Health Care Facility (CCHCF) is based in Chinle, Arizona (Northeast Arizona near Canyon De Chelly National Monument). The CCHCF is a 60-bed hospital which serves as the health care hub for the region. The medical staff includes Family Physicians, Internists, Pediatricians, General Surgeons, OB/GYNs, Anesthesiologists, and a Psychiatrist. Health care services are provided to approximately 37,000 active users. Strong Navajo cultural traditions exist within the community, offering an opportunity to learn the Navajo language, or to learn about traditional Navajo medicine.

This Advanced Primary Care Elective is supervised by Steve Williams MD and colleagues provides an opportunity to work with Navajo on the reservation in a rural setting. Students appreciate working with traditional native American healers in a remote, beautiful landscape, addressing health needs created by poverty and injustice. Clinical rotations at CCHCF are 4 weeks long.

California
San Francisco Free Clinic (SFFC)
San Francisco, California
Yale Mentor – Dr. Peter Ellis
Duration: 4 weeks (priority is given to students requesting to do their Primary Care Clerkship at this site)

SFFC, was founded in 1993 by two family physicians. Recognizing that in a city of great medical resources, many people still went without care due to lack of insurance, the founders opened the free clinic to care specifically for this population. Drs. Richard and Tricia Gibbs closed their successful private practice and moved all their equipment into a modest townhouse in the Richmond District of San Francisco. Their next step was to seek support from the medical community. The response was overwhelming. Hundreds of physicians and several hospitals and other medical facilities offered to provide their services free of charge to clinic patients.

This Advanced Primary Care Elective is offered to senior students, who are expected to assume full responsibility for their patients, under the supervision of expert Attending’s. Typically, students will perform a history and physical exam, formulate a complete assessment, and present the case to the Attending. After discussing the case, the student will perform the wrap-up, e.g., answer questions, agree on a management plan, follow-up, diagnostic tests, and medications. Students will find this an excellent opportunity to refresh and hone clinical ambulatory skills before Internship. Clinical rotations at SFFC are 4 weeks long.

CLINICAL ELECTIVE EXPERIENCES IN DOMESTIC SETTINGS

CLINICAL ELECTIVE EXPERIENCES IN DOMESTIC SETTINGS

Arizona
Chinle Comprehensive Health Care Facility
Chinle, AZ
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Duration: 4 weeks

The Chinle Comprehensive Health Care Facility (CCHCF) is based in Chinle, Arizona (Northeast Arizona near Canyon De Chelly National Monument). The CCHCF is a 60-bed hospital which serves as the health care hub for the region. The medical staff includes Family Physicians, Internists, Pediatricians, General Surgeons, OB/GYNs, Anesthesiologists, and a Psychiatrist. Health care services are provided to approximately 37,000 active users. Strong Navajo cultural traditions exist within the community, offering an opportunity to learn the Navajo language, or to learn about traditional Navajo medicine.

This Advanced Primary Care Elective is supervised by Steve Williams MD and colleagues provides an opportunity to work with Navajo on the reservation in a rural setting. Students appreciate working with traditional native American healers in a remote, beautiful landscape, addressing health needs created by poverty and injustice. Clinical rotations at CCHCF are 4 weeks long.

California
San Francisco Free Clinic (SFFC)
San Francisco, California
Yale Mentor – Dr. Peter Ellis
Duration: 4 weeks (priority is given to students requesting to do their Primary Care Clerkship at this site)

SFFC, was founded in 1993 by two family physicians. Recognizing that in a city of great medical resources, many people still went without care due to lack of insurance, the founders opened the free clinic to care specifically for this population. Drs. Richard and Tricia Gibbs closed their successful private practice and moved all their equipment into a modest townhouse in the Richmond District of San Francisco. Their next step was to seek support from the medical community. The response was overwhelming. Hundreds of physicians and several hospitals and other medical facilities offered to provide their services free of charge to clinic patients.

This Advanced Primary Care Elective is offered to senior students, who are expected to assume full responsibility for their patients, under the supervision of expert Attending’s. Typically, students will perform a history and physical exam, formulate a complete assessment, and present the case to the Attending. After discussing the case, the student will perform the wrap-up, e.g., answer questions, agree on a management plan, follow-up, diagnostic tests, and medications. Students will find this an excellent opportunity to refresh and hone clinical ambulatory skills before Internship. Clinical rotations at SFFC are 4 weeks long.

CLINICAL ELECTIVE EXPERIENCES IN DOMESTIC SETTINGS

Arizona
Chinle Comprehensive Health Care Facility
Chinle, AZ
Yale Mentor – Dr. Peter Ellis
Duration: 4 weeks

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In the spring of 2004, a group of Yale health profession students assembled under the shared desire to focus their enthusiasm on serving the New Haven community while utilizing their health care skills and knowledge. The resolution of that initial assembly was to evaluate the need in New Haven for a student-run free clinic. The HAVEN Free Clinic opened its doors on November 12, 2005 with generous support from the Yale health professional schools.

This Advanced Primary Care Elective at the student-run free clinic serves predominantly Hispanic, adult uninsured persons. This is an opportunity for students to gain clinical experience and help serve an underserved population in an urban medical site where students will also help teach and supervise students earlier in their training. This longitudinal elective allows students to choose 8 or 16 Saturdays to work during the academic year, flexibly scheduled with oversight by the student leadership at HAVEN. Clinical rotations at HAVEN are 2 to 4 weeks longitudinal.

Tennessee
Grundy County, Tennessee
Family Medicine
Yale Mentor – Dr. Linda Mayes
Duration: 4-6 weeks

Grundy County, Tennessee is the location of our newest global health site. With a population of just under 14,000, it is the home of a vast recreational wilderness known as the South Cumberland State Park. Most of Grundy County is atop the Cumberland Plateau, averaging a height of around 1,800 feet above sea level. It is also the poorest county in the state, with the median household income at about $25,000, nearly half of what the median household income is for the state of Tennessee.

For students interested in learning more about rural health in the United States, this rotation will provide students with exposure to family medicine by working with Dr. Michelle Val at the Mountain Medical Clinic, Pediatrician Dr. Amy Evans at the Sewanee Pediatric & Adolescent Medicine practice, and Tenzing Chouzom at Monteagle Internal Medicine clinic. Clinical rotations in Grundy County are 6 weeks long.

Connecticut
HAVEN Free Clinic
New Haven, CT
Yale Mentor – Dr. Brad Richards
Duration: 2 to 4 weeks longitudinal

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Yale Alumni Endowments

Eight endowments and gifts from generous alumni provide funding for medical students to complete clinical experiences in international settings. Each of these endowments has been developed to support travel and living expenses for a highly motivated medical student who wishes to do a rotation in an underdeveloped country or a country where there is a pressing health-care need. For more information, contact the Office of International Medical Student Education.

These travel awards and recent recipients are:

- **Eric P. Kindwall, ’60 International Clinical Rotation Fund**
  This fund supports travel and incidental expenses for an international clinical rotation for a highly motivated medical student who wishes to do their rotation in a developing country but lacks the means for such an experience.
  - Daniel Barron, China (2016)
  - Daniel Zheng, Argentina (2017)
  - Siyu Xiao, China (2018)
  - Angela Gauthier, Thailand (2018)
  - Anand Gopal, Thailand (2018)
  - Belinda Nhundu, South Africa (2019)

- **Daniel B. Stryver, MD Class of 1990 International Clinical Rotation Fund**
  This fund is intended to support the travel and living expenses for an international clinical rotation of a highly motivated medical student who wishes to do their rotation in an underdeveloped country or a country where there is a pressing health-care concern but lacks the means for such an experience.
  - Luis Rubio, South Africa (2016)
  - Edward Herman, China (2017)
  - Wendy Xiao, China (2017)
  - Gernivela Parkinson, Jamaica (2017)
  - Wendy Li, Thailand (2017)
  - Nathan Pirkalikuir, Thailand (2017)
  - Carla Lopez, Uganda (2017)
  - Alexander Domingo, Chile (2017)
  - Frances Grace Javier, Argentina (2018)
  - Aimee Alphonso, Chile (2018)
  - Adam Brownstein, Chile (2018)
  - Goran Micevic, China (2018)
  - Allen Shih, China (2018)
  - Sophie Chung, Colombia (2018)
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FUNDING CLINICAL ELECTIVES IN INTERNATIONAL SETTINGS

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  - Flavia De Souza (2016)
  - Elizabeth (Chen) Kurtz, China (2017)
  - Eunice Martins, Indonesia (2017)
  - Azim Munir, Uganda (2017)
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  - Tsion Abera, Colombia (2017)
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Schwartz Fellowship
This fellowship is to support the travel, housing, medications and immunizations, evacuation insurance, visa and HIV Prophylaxis expenses for an international clinical rotation of a highly motivated medical student.

- Connie Cheng, China (2016)
- Aimee Alphonso, Ghana (2017)
- John Gaudet, Indonesia (2017)
- Samantha Kaplan, Uganda (2017)
- Taber Lighthouse, Argentina (2017)
- Chris Marto, Ghana (2017)
- Talia Robledo-Gil, Chile (2017)
- Jenny Dohlan, Thailand (2017)
- Taylor Ottesen, Ghana (2019)
- Yale-INTEC Practice Based Learning Elective, 9 pre-clinical students the Dominican Republic (2017 (9), 2018 (6), 2019 (8))

Howard A. Minners, M.D. 1957 International Fellowship
The Minners fellowship will fund the travel and living expenses for an international health-related experience for a student, resident or faculty member.

- Anna Stilakianki, Fac to Dominican Republic (2016)
- Cynthia Gnecco-Wilamo, Fac. to Dominican Republic (2016)
- Alyssa Nylander, Botswana (2017)
- Yulanka Castro-Dominguez, Fac. to Dominican Republic (2018)
- Nadia Ameen, Fac. to Dominican Republic (2018)
- Bertie Geng, Ghana (2019)

The Major José Jamil Miranda Memorial Fund for Clinical Rotations
This fund is to assist Yale School of Medicine students who are pursuing a short-term clinical, public health, or research experience, by enabling the exploration of an area of medicine or public health in a unique and under-served setting. While an international experience is preferred and encouraged, the location may also be domestic.

- Jacob Siegel, Chile (2016)
- Ava Yap, Uganda (2017)
- Katherine Chuang, Argentina (2018)
- Julia Raney, Chile (2018)
- Elizabeth Ludwig, Ghana (2018)
- Sophia Shimier, Chile (2019)
- Cassie Pan, Ghana (2019)
- Goldie Stand-Over-Bull, Chinle, AZ (2019)
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The Albert Schweitzer Fellowship

Each year since 1979, The Albert Schweitzer Fellowship has selected four senior medical students to spend three months working as Fellows at the Albert Schweitzer Hospital in Lambaréné, Gabon on clinical rotations. Fellows are eligible for pediatrics or medicine rotations, and work as junior physicians, supervised by hospital medical staff. Beginning in 2007, The Albert Schweitzer Fellowship will select and send up to two Public Health Fellows to serve at the Albert Schweitzer Hospital in Lambaréné, Gabon. Public Health Fellows will work with the Hospital’s Community Health Outreach Program, which provides village-based health care, including maternal/child health, HIV/AIDS education and prevention, TB education and follow-up, and malaria prevention and treatment. Involvement in one or more outreach projects of the Hospital’s world-renowned Medical Research Unit (www.lambarene.org) may be possible. The Albert Schweitzer Fellowship provides complete funding for students (airfare, room, board, immuizations, etc.). Information on the Albert Schweitzer Fellowship is available at: http://www.schweitzerfellowship.org/

Past recipient:
- Rachel Laff (2006)

Benjamin H. Kean Traveling Fellowship in Tropical Medicine

The American Society of Tropical Medicine and Hygiene has established a fellowship in Dr. Kean’s name, administered by the ASTMH Clinical Group (American Committee on Clinical Tropical Medicine and Traveler’s Health - ACCTMTH), that will provide travel expenses for medical students who arrange clinical tropical medicine or tropical medicine research electives in areas afflicted by tropical diseases. Round-trip airfare (best-price ticketing) and up to $1000 toward living expenses will be provided. Kean Fellows will be required to prepare and present reports describing their activities. http://www.schweitzerfellowship.org/

CDC - Hubert Global Health Fellowship

Available for research as well as clinical electives.

This fellowship is administered through the Centers for Disease Control (CDC) and Prevention Foundation and provides an opportunity for third and fourth year medical students to gain public health experience in an international setting. Hubert fellows spend four to twelve weeks in a developing country working on a priority health problem in conjunction with CDC staff. Through these experiences, students establish relationships with and receive training from recognized experts from CDC and other national and international health agencies.

Additional information can be found at: https://www.cdc.gov/hubertfellowship/application.html.

The Albert Schweitzer Fellowship

Each year since 1979, The Albert Schweitzer Fellowship has selected four senior medical students to spend three months working as Fellows at the Albert Schweitzer Hospital in Lambaréné, Gabon on clinical rotations. Fellows are eligible for pediatrics or medicine rotations, and work as junior physicians, supervised by hospital medical staff. Beginning in 2007, The Albert Schweitzer Fellowship will select and send up to two Public Health Fellows to serve at the Albert Schweitzer Hospital in Lambaréné, Gabon. Public Health Fellows will work with the Hospital’s Community Health Outreach Program, which provides village-based health care, including maternal/child health, HIV/AIDS education and prevention, TB education and follow-up, and malaria prevention and treatment. Involvement in one or more outreach projects of the Hospital’s world-renowned Medical Research Unit (www.lambarene.org) may be possible. The Albert Schweitzer Fellowship provides complete funding for students (airfare, room, board, immuizations, etc.). Information on the Albert Schweitzer Fellowship is available at: http://www.schweitzerfellowship.org/

Past recipient:
- Rachel Laff (2006)

Benjamin H. Kean Traveling Fellowship in Tropical Medicine

The American Society of Tropical Medicine and Hygiene has established a fellowship in Dr. Kean’s name, administered by the ASTMH Clinical Group (American Committee on Clinical Tropical Medicine and Traveler’s Health - ACCTMTH), that will provide travel expenses for medical students who arrange clinical tropical medicine or tropical medicine research electives in areas afflicted by tropical diseases. Round-trip airfare (best-price ticketing) and up to $1000 toward living expenses will be provided. Kean Fellows will be required to prepare and present reports describing their activities. http://www.schweitzerfellowship.org/

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Many YSM students elect to take a "fifth year," typically after clerkship year of the curriculum. During the "fifth year" students' complete clinical electives, research, or service work domestically and abroad, and/or enroll in alternative degree programs (e.g. MPH, MBA, etc). The fifth year is often funded in full through various fellowships available to Yale students. If you are interested, the Office of Student Research will work with you to decide which opportunities and funding source is best for you. Many students take this year to participate in global health related work; some additional and Yale-specific opportunities are listed on the following pages.
Opportunities for Service
The contacts for the groups listed below change annually and some information may not have been available at the time of printing. Please visit https://orgsync.com/home/923 or https://orgsync.com/home/923 for current contact information.

1. Addiction Medicine Collaborative
The mission of the Addiction Medicine Collaborative (AMC) is to collaboratively promote and enhance professional and public education concerning substance use, to promote and foster the interests of medical students, health professionals and advocates for substance use assistance and recovery and to promote scholarly inquiry concerning substance use disorders as they impact health care professionals and the public whom we serve.

2. American Medical Student Association
The American Medical Student Association is an advocacy organization for the interests and beliefs of the medical students of the United States, including advocating improved global health in any way possible. Locally at Yale, AMSA runs a student blog that engages students to write about issues in global health and health policy. Additionally, AMSA has a program that pairs health professional students at Yale with visiting medical students on rotations from other countries to help these students make connections here at Yale and help our own students develop connections in international medicine. For more information visit: http://www.amsa.org/chapters/active/

3. CARE: Community Alliance for Research and Engagement/Neighborhood Health Project
CARE research tackles chronic disease by focusing on social, environmental, and behavioral risk factors. CARE conducts longitudinal intervention studies in New Haven neighborhoods and schools, including cohort studies and randomized trials that are designed to measure, better understand, and help reverse these trends. CARE seeks projects that aim to improve health and relate in some way to major risks for chronic disease by impacting access to healthy foods and healthy eating and increasing physical activity. For more information visit: http://care.yale.edu/

4. Columbus House
The Columbus House is a shelter serving hungry and homeless individuals in the New Haven community. Every Tuesday and Thursday evening, Yale medical, PA, and nursing students assist a local physician's associate in

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providing medical treatment, consultation and screenings to the shelter’s residents. Visit: http://www.columbusbushouse.org/get-involved/volunteer/.

5. China Health Network
The Yale China Health Network coordinates regular trips to NYC Chinatown to conduct health screenings. If you are interested in Hepatitis B screening in Chinatown, you can volunteer at Charles B. Wang Community Health Center http://www.cbwchc.org/index.asp.

6. Downs International Health Student Travel Fellowship
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Contact: Anjuli Bodky at anjuli.bodyk@yale.edu.

8. HAVEN Free Clinic
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10. Integrated Refugee and Immigration Services (IRIS)
The mission of IRIS is to help refugees and other displaced people establish new lives, regaining hope, and contributing to Connecticut communities. A refugee is someone who has left his or her country of origin because of a well-founded fear of persecution for reasons of race, religion, nationality, membership in a particular social group, or political opinion. IRIS resettles approximately 200 refugees each year. Currently, over half of IRIS’s refugees come from Cuba, Ethiopia, Iran, Somalia, Sudan, and other countries. IRIS services include provision of material needs (housing, furniture, food, clothing, and medicine), intensive case management, English client services, as well as access to educational programs for school-aged youth, assistance accessing medical care, legal services, and employment services. The IRIS Health and Wellness Program provides new refugee arrivals with the tools they need to achieve improved health and wellness in their new home: quick access to quality health services; access to culturally competent and linguistically appropriate services; knowledge about preventive medicine, wellness topics, and management of chronic conditions; and an improved health care system that better supports their transition to becoming Connecticut’s newest residents. It takes time for refugees to adjust to a new culture and learn about U.S. institutions, and to learn English. IRIS helps them in their initial adjustment period, and helps them achieve self-sufficiency. The contributions that volunteers, donors, and other community supporters provide are essential for IRIS to achieve its mission. For more information about refugees, IRIS, and getting involved, visit www.irisct.org.
Contact: Laurel McCormack, Volunteer & Acculturations Programs Coordinator volunteer@irisct.org

11. Mobile Migrant Farm-Workers Health Clinic
This clinic is maintained primarily by students attending the University of Connecticut School of Medicine, and secondarily by students at Yale. The clinic travels to farms in Windsor, Middletown, Enfield and Suffield and elsewhere to provide healthcare to migrant workers. It was established in 1998 and runs from mid-June to October. Contact Information: Hartford County Medical Association: 1-800-541-5083.

12. The Whitney and Betty MacMillan Center for International and Area Studies
The Whitney and Betty MacMillan Center for International and Area Studies at Yale is the University’s principal center for teaching and research on international affairs, societies and cultures around the world. It provides eight undergraduate majors, including six focused on world regions: African, East Asian, Latin American, Middle East, Russian and East European Studies, and South Asian Studies. Two others are focused globally, one on International Studies and the other on Ethnicity, Race, and Migration. At the graduate level, two others are focused globally, one on International Studies and the other on Ethnicity, Race, and Migration. At the graduate level, two others are focused globally, one on International Studies and the other on Ethnicity, Race, and Migration. At the graduate level, two others are focused globally, one on International Studies and the other on Ethnicity, Race, and Migration. At the graduate level, two others are focused globally, one on International Studies and the other on Ethnicity, Race, and Migration. At the graduate level, two others are focused globally, one on International Studies and the other on Ethnicity, Race, and Migration.

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the MacMillan Center provides four master’s degree programs. Three are regionally focused on Africa, East Asian, and European and Russian Studies, and one is globally focused on International Relations. Open to all graduate and professional students at Yale, the MacMillan Center sponsors seven graduate certificates of concentration. The Councils on African, European, Latin American and Iberian, and Middle East Studies provide four regionally focused certificates. The International Affairs Council provides three: Global Health, International Development Studies, and International Security Studies. Language training is an integral component of each of the degree and certificate programs. The MacMillan Center provides opportunities for scholarly research and intellectual innovation; encourages faculty and student interchange; brings international education and training to teaching professionals, the media, businesses, and the community at large; sponsors more than 70 lectures, workshops, and other activities each year; and produces a range of academic publications.

13. Unite for Sight

Unite for Sight's Global Impact Corps (http://www.uniteforsight.org/volunteer-abroad) is an immersive global health experience for students and for professionals. All volunteers participating in Unite for Sight’s international programs are Global Impact Fellows. Global Impact Fellows support and learn from the partner clinics’ talented medical professionals who are social entrepreneurs and local leaders in global health equity; to deepen awareness about injustices that exist between patients and providers, between providers and other providers, and between healthcare institutions and the communities they serve; and to become new leaders in global health, and patient barriers to care. International volunteering takes place in India, Ghana, and Honduras. For more information, visit http://www.uniteforsight.org/volunteer-abroad. If you are interested in volunteering, please contact Marilyn Wilkes, Director, Public Affairs at (marilyn.wilkes@yale.edu).

14. U.S. Health Justice Collaborative

The U.S. Health Justice Collaborative is an interdisciplinary student group created in 2015 to address the systemic health injustices that exist in the United States. One of the three main goals of the collaborative is to strengthen relationships between health professionals and the communities they serve, to remove barriers to comprehensive health equity; to deepen awareness about injustices that exist between patients and providers, between providers and other providers, and between healthcare institutions and the communities they serve; and to become new leaders in global health, and patient barriers to care. International volunteering takes place in India, Ghana, and Honduras. For more information, visit http://www.uniteforsight.org/volunteer-abroad. If you are interested in volunteering, please contact Marilyn Wilkes, Director, Public Affairs at (marilyn.wilkes@yale.edu).

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15. **Wednesday Evening Clinic Interpreters**
The Wednesday Evening Clinic is the longest running student-run clinic at Yale, currently run out of the Primary Care Center on Howard Avenue. The clinic is in need of talented Spanish speakers to serve as interpreters for its Spanish speaking patients. The time commitment is just a few Wednesdays a semester and you can make a big difference in the lives of patients. For more information visit: https://medicine.yale.edu/education/curriculum/advancedtraining/clinicalel/clinician/eveclinic/  

16. **World AIDS Day Planning Committee**
The World AIDS Day Planning Committee is in charge of coordinating activities across all of the health professional schools and beyond for the week of World AIDS Day. Members will network with leaders in global health at Yale to plan activities for the week including a special panel for the Global Health Seminar in honor of World AIDS Day.  

17. **YING (The Yale International Nursing Group)**
YING (The Yale International Nursing Group) is a forum where all Yale nursing students interested in international health can join in discussions related to the role of nursing in global healthcare and work with like-minded students to explore opportunities to practice nursing internationally while at YSN and beyond. YING members are dedicated to the integration of global health into the YSN curriculum, organizing events related to nursing and global health, accessing international opportunities through Yale University as a whole, and forming of a community of YSN students, faculty, and alumni participating in global work. This group meets about once every month for general discussion and project organization, committees meet as-needed to plan activities and a subset of students also meets once monthly for journal article discussions. Visit: http://nursing.yale.edu/students/student-life/student-groups  

15. **Wednesday Evening Clinic Interpreters**
The Wednesday Evening Clinic is the longest running student-run clinic at Yale, currently run out of the Primary Care Center on Howard Avenue. The clinic is in need of talented Spanish speakers to serve as interpreters for its Spanish speaking patients. The time commitment is just a few Wednesdays a semester and you can make a big difference in the lives of patients. For more information visit: https://medicine.yale.edu/education/curriculum/advancedtraining/clinicalel/clinician/eveclinic/  

16. **World AIDS Day Planning Committee**
The World AIDS Day Planning Committee is in charge of coordinating activities across all of the health professional schools and beyond for the week of World AIDS Day. Members will network with leaders in global health at Yale to plan activities for the week including a special panel for the Global Health Seminar in honor of World AIDS Day.  

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Spanish for Health Care Professionals
Spanish for Health Care Professionals is a hybrid course offered in the Fall by the Yale Center for Language Study. This hybrid course will meet two times a week: one time in a traditional classroom on campus (face-to-face) and another time online. The course fee is $150 (includes non-refundable registration fee of $75) for students enrolled in a participating Yale Department or Program. The course fee for students not enrolled at Yale is $200, payable to the Yale University prior the start of the first class. Required Placement Test: You will be given a brief placement test meant to gauge your current abilities and to assist us in placing you in an appropriate course. The placement test, including a video clip and a brief digital recording component, will ideally take no longer than 20 minutes of your time. If you have any questions, please contact: tsp@yale.edu.

Medical Mandarin for Health Care Professionals
Yale Center for Language Study and the Medical Mandarin Interest Group have come together to host a non-credit, elective course designed to help health care professionals gain a working knowledge of Mandarin to facilitate their daily interactions with Chinese-speaking patients and medical personnel. The course focuses on the integration of authentic resources to develop all four language areas for meaningful communication: speaking, listening, reading, and writing. Emphasis will be placed on oral communication with patients and colleagues through simulated communicative activities. Instructions of reading and writing skills will be gained on record-reading and writing standard patient notes. The students will also learn about the medical system in China, the culture of physician-patient interactions and medical practice, and the role of traditional Chinese medicine. All students must have basic proficiency in Mandarin Chinese.

Medical Mandarin is an 8-week non-credit course offered in Fall 2019 by the Yale Center for Language Study and designed for medical, nursing, PA and Public Health students and professionals. Classes will begin September 10, 2019 and will conclude by November 8, 2019. The course will meet twice a week on Tuesdays and Thursdays at 5:30 - 6:45 p.m. Classes will meet in room 203, Hope Building, 315 Cedar Street. Students will have access to course materials in Canvas. Learn more about the program by visiting the Medical Chinese webpage at https://bit.ly/2KifKg4. Registration is at https://bit.ly/2MHidCt. For additional questions, please call: 203-432-8504.

Medical French: Conversation and Culture
An advanced language course emphasizing verbal communication and culture. Designed to foster the acquisition of the linguistic and cultural skills required to evolve within a Francophone medical environment. Discussions, in-class activities and group projects in simulated professional situations. Topics such as the hospital, language areas for meaningful communication: speaking, listening, reading, and writing. Emphasis will be placed on oral communication with patients and colleagues through simulated communicative activities. Instructions of reading and writing skills will be gained on record-reading and writing standard patient notes. The students will also learn about the medical system in China, the culture of physician-patient interactions and medical practice, and the role of traditional Chinese medicine. All students must have basic proficiency in Mandarin Chinese.

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The CLS offers foreign language tutoring for Yale students. Any Yale student--whether undergraduate, graduate, or professional--can attend free weekly Chinese, French and Spanish tutoring drop-in sessions. For more information visit: https://cls.yale.edu/programs/foreign-language-tutoring.

Medical Spanish Abroad
Many students also choose to go abroad to study at language institutes. One that has been used by numerous Yale students is the Asociación Centro de Estudios de Español Pop Wuj, which is based on Guatemala. Information can be found at: http://www.pop-wuj.org. There are of course many other opportunities out there; this is simply one that Yale students have had good experiences with.

Yale Language Center / Directed Independent Language Study
This program is designed to give students the opportunity to study languages that are not currently offered through traditional classroom instruction at Yale. More information can be accessed on their website at https://cls.yale.edu/our-programs.

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Student Organizations

Possible Health
Possible Health is a 501(c) (3) nonprofit organization working to improve the health of poor communities in Nepal through the provision of medical and public health services. For more information contact: answers@yayouthealth.org or https://possiblehealth.org/

Cents of Relief
Cents of Relief, a 501(c) (3) nonprofit organization, endeavors to allow vulnerable populations, particularly women in prostitution and their children, access to healthcare and prevention from human trafficking. Their projects are dedicated towards providing educational opportunities, improving healthcare, and stopping human trafficking in hopes of permitting these individuals to enjoy the basic necessities of life. For more information visit their website at http://www.centsofrelief.org

Physicians for Human Rights (PHR)
The goal of PHR's Student Program is to advance health professional students' understanding and lifelong investment in health and human rights activism, and to cultivate their unique contributions as advocates promoting health and human rights locally, nationally and globally. More information can be found on their website at https://phr.org/

Universities Allied for Essential Medicines (UAEM)
UAEM's mission is to unite students, faculty, researchers, and university administrators in an effort to broaden access to essential medicines for those most in need. Their efforts include university patent licensing reform, public campaigns, policy advocacy, and bringing interested parties together for conferences and other events. Yale's UAEM chapter warmly invites participation from students and faculty, any field, particularly those with an interest in treatment, research, policy, or public advocacy in the in the interest of the poor and underserved. UAEM is a small organization, which means that every single member has the opportunity to make significant contributions to the efforts of the UAEM and to help influence the activities and overall direction of the organization. Visit their website at: www.UAEM.org Contact: yaleUAEMInfo or visit their Facebook page: https://www.facebook.com/YaleUAEMInfo

The American Medical Student Association (AMSA)
AMSA is the oldest and largest association of medical students in the United States and works on a number of socially conscious campaigns. For more information about the organization, see their website at www.amsa.org or to find out about what Yale AMSA is doing, contact The Office of Student Affairs.

US Health Justice Collaborative
The US Health Justice Collaborative brings together students and faculty who are interested in issues of health disparities and social justice, including social determinants of health, food insecurity, addiction, discrimination, and access to healthcare. The group hosts lectures, discussions, and workshops to help students prepare themselves to address implicit bias, practice physician advocacy, connect with New Haven agencies and organizations, and do meaningful work with vulnerable populations. http://yaleushj.wixsite.com/ushj

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In addition to those below, please refer to the "Lecture Series" section, as many of those institutions have parallel listservs.

AMSA Listservs
AMSA runs a large number of listservs focusing on many different facets of medicine. Among these is global health, and several other related listservs. To sign up, go to https://www.amsa.org/listservs/

For other listings, please visit the Orgsync Portal https://orgsync.com/home/923 or the Medical Student Council website: http://medicine.yale.edu/education/msc/student_groups/.
PREPARATION FOR GLOBAL HEALTH EXPERIENCES

Before leaving on your trip abroad, you should visit the Yale and the World website which provides excellent resources to help you plan your trip. The website address for travelers is: https://world-toolkit.yale.edu/resources-topic/travel.

Before leaving on your trip abroad, you should:

1. Check your passport and get a visa.

   **Passport basics**
   - It can take several months to get a passport; apply now if you don't have one.
   - Your passport should be valid for at least 6 months after you return from travel.

   **Passport Security**
   - In some countries you must carry your passport at all times.
   - Take your passport if you are taking a short trip from your base city.
   - In many countries, hotels are required to photocopy or hold guests' passports overnight.
   - It's common, but find out in advance if this is true for your destination.

   **Determine if you’ll need a visa**
   - Try CBP (https://cibpass.com/?login=40634 Yale’s preferred vendor for visas), the U.S. State Department (https://travel.state.gov/content/travel/en/passports.html), or your home country’s embassy.
   - Then ask these questions:
     - What type of visa do I need (tourist, student)?
     - How long will it take for my visa to arrive?
     - Will I need a transit visa (for a layover or travel through another country on the way to my destination)?

   **International students and visas**
   - Non-U.S. citizens returning to the U.S. after travel can run into complications, so begin the visa process early.
   - Meet with an advisor in OSS with questions about the visa process.

2. Schedule a travel consultation 6-8 weeks before you depart with either Travel Health Services for Students (https://yahealth.yale.edu/more/travel-health-services-students) or your personal physician. The Clinic provides pre-travel care including consultation, education, vaccination, travel medications, and, if necessary, referrals.

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1. Attend any orientation upon arrival in country.
2. Register with the local U.S. Embassy or consular service.
3. Stay in regular contact with advisor, sponsoring department, colleagues, and family and friends.
4. Check to make sure you can bring your medication abroad. If you can, pack enough medication to last for your entire stay. Not all medications are available in every country.
5. Familiarize yourself with political, health, crime, and other safety-related conditions prevailing in any country and specific locations within country that you will be visiting. In addition to International SOS Global Travel Assistance (https://opc.yale.edu/erm/ISOS) and the U.S. State Department, https://travel.state.gov/content/travel/en/ passports.html other resources include:
   - Study Abroad Safety Handbook produced by the Center for Global Education
   - Resources and advice on cultures
   - Association for Safe International Road Travel (Contact the Office of Risk Management if you wish to obtain a country specific road travel report)

6. Attend program pre-departure orientation. REQUIRED for participation.
7. Be familiar with the University’s policies and procedures regarding conduct and travel.
8. Register Your Travel (https://world-toolkit.yale.edu/yale-travel-registry-instructions)
9. Provide emergency contact information to and leave a copy of your passport/visa, with the Office of International Medical Student Education.
10. Leave a copy of your itinerary with your family.
11. Print out your Yale ISOS ID card with information on what to do in an emergency (https://opc.yale.edu/sites/default/files/isos_yale_card_12042018.pdf). Keep your ISOS ID card in your wallet or passport in the event of an emergency. Fill in your specific contact information on the bottom of the card.
12. Understand what to do in an emergency (https://world-toolkit.yale.edu/what-do-emergency). Carry a cell phone that you know will work at your destination(s) or at least a pre-paid phone card.

Upon Arrival in your Host Country, you should:
1. Attend any orientation upon arrival in country.
2. Register with the local U.S. Embassy or consular service.
3. Stay in regular contact with advisor, sponsoring department, colleagues, and family and friends.
4. Check to make sure you can bring your medication abroad. If you can, pack enough medication to last for your entire stay. Not all medications are available in every country.
5. Familiarize yourself with political, health, crime, and other safety-related conditions prevailing in any country and specific locations within country that you will be visiting. In addition to International SOS Global Travel Assistance (https://opc.yale.edu/erm/ISOS) and the U.S. State Department, https://travel.state.gov/content/travel/en/ passports.html other resources include:
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12. Understand what to do in an emergency (https://world-toolkit.yale.edu/what-do-emergency). Carry a cell phone that you know will work at your destination(s) or at least a pre-paid phone card.
The Office of International Medical Student Education supports a very active Visiting Student Elective Program (VSEP) for students from other countries and other schools to come to Yale for clinical electives. The program currently receives approximately 500 applications and accepts about 125 international students into the elective program each year.

Students from over 50 foreign countries have participated in the VSEP in the last 13 years. US citizens attending an international school are not eligible for the VSEP.

Opportunities exist for Yale students to help welcome and mentor international medical students. Please contact the Office of International Medical Student Education if you are interested. Students from the following countries have participated in the VSEP: