

GLOBAL HEALTH, CAPSTONE CERTIFICATE

Admissions to the Global Health Capstone Certificate have been suspended as of fall 2021 and will be discontinued as of summer 2024. If you have any questions, please contact the department.

The Capstone Certificate in Global Health Program is designed to advance the knowledge and capabilities of non-traditional learners with interests in global health. The certificate is available to capstone students with a **minimum of a bachelor's degree** who have interest in global health.

The certificate curriculum focuses on global health topics and health issues that transcend national boundaries. Through this nine-credit program, which includes academic course work and a global health field experience emphasizing two-way learning, students will be prepared to better address health challenges and disparities in a context of cultural diversity, both at home and abroad. Certificate candidates often work with partners and sites internationally, but may also apply a global lens to issues of health and wellbeing in Wisconsin and other parts of the United States. This global-to-local philosophy is important to the program. Through choices of elective/selective courses, students may focus their studies on health promotion, detection and treatment of disease, prevention and management of outbreaks, health policy, environmental health, or other current and important global health topics. The certificate emphasizes multidisciplinary learning and approaches to global health challenges.

To accommodate working professionals, core courses are offered in the evening.

Further detail, including current tuition and cost, is provided on the program's website. (<http://ghi.wisc.edu/education/professional-graduate-and-capstone/>)

Educational Benchmarks for Certificate Program

- To demonstrate self-guided learning habits, recognizing that experiential learning opportunities exist in many forms and that learning is a life-long endeavor.
 - To interpret quantitative and qualitative information from the sciences, social sciences, and the humanities to inform global health work.
 - To integrate contextually-grounded information about a location's health, history, politics, culture, and environment into one's learning experiences.
 - To practice directed self-assessment and reflection about one's experiences and chosen profession, including consideration of one's role as a member of an interdisciplinary team.
 - To compare and contrast the practice of health-related activities in different settings, including the social production of health and well-being.
 - To draw connections between global experiences and local needs.
 - To work effectively as a member of a diverse team to achieve shared goals.
 - To effectively communicate ideas about health to other professions, as well as to community leaders and members of the general public.
- To recognize valuable opportunities for high and low-middle income countries to learn from one another, and creatively evaluate assets in addressing problems.
 - To model ethical models of community-based engagement, recognizing the mutual benefit to learners and to the host community.