<table>
<thead>
<tr>
<th>Co-Curricular Activities</th>
<th>Learning Objectives/Outcomes</th>
<th>Methods of Assessment</th>
<th>Time Frame</th>
<th>Responsible Parties</th>
<th>Results (by AY)</th>
<th>Actions Taken/QI</th>
</tr>
</thead>
</table>
| 1. Pre-departure sessions | 1a. Cultural knowledge  
1b. Understanding of Safety Guidelines  
1c. Overview of Global Health/International Experience (GHIE)  
Learning Objectives and Consortium of Universities for Global Health (CUGH) Interprofessional Global Health Core Competencies | 1a. Pre-GHIE attitudinal survey  
1b. Discussion of the Safety Guidelines and relevant info with students  
1c. Discussion with Global Health Directors | Ongoing, dependent upon school, college, program | RFU Director for Interprofessional Global Health (Dr. Carl Lawson), Global Health Course Directors: Drs. Karona Mason (SCPM), April D. Newton (PT), Rea Katz (PA), Ken Kessler (PSY), Peter Kallio (NA), Michael Shuman (COP) & Mildred Olivier (CMS) | 1a. None  
1b. None  
1c. Learning Objectives have been developed and shared with students. Need for faculty to engage students regarding Objectives and Core Competencies. | 1a. Survey fully developed, not yet deployed (2019 TBD)  
1b. None  
1c. Increased Learning Objective and Core Competencies education and explanation prior to GHIE |
| 2. Global Health/International Experience (GHIE) | 2. Demonstrate understanding of GHIE Learning Objectives | 2a. Presentation on GHIE activities by students  
2b. CMS GHIE essay; Practicum binder  
2c. Evaluation of students by GHIE onsite supervisor | Within 90 days of GHIE | RFU Director for Interprofessional Global Health & Global Health Course Directors | 2a. Students grasp differential burden of disease concept, need additional education regarding Learning Objectives and Interprofessional Global Health Core Competencies  
2b. see 2a  
2c. None | 2a. Increased effort to educate students on Learning Objectives and Core Competencies in all pre-departure activities  
2b. See 2a  
2c. Onsite supervisor evaluation process under review |
| 3. Post-GHIE Debriefing | 3a. Feedback on safety and housing  
3b. Students ability to meet learning objectives  
3c. Change in self awareness | 3a. Post-GHIE evaluative survey  
3b. Discussion with Global Health Course Directors and RFU Director of Interprofessional Global Health  
3c. Post-GHIE survey, attitudinal survey and essay (CMS) | Within 90 days of GHIE | RFU Director of Interprofessional Global Health & Global Health Course Directors | 3a. Amongst the survey results 2 students out of 21 rated their overall safety/security during GHIE as “poor” or “very poor”; 1 out of 21 reported feeling unsafe @ temp residence  
3b. None  
3c. 21 out of 21 students noted positive changes in knowledge of culture, health determinants and career planning and goals | 3a. Augmented personal safety component of pre-departure sessions; engaging students for qualitative feedback  
3b. 1 site – developed plan for augmenting teaching tools and faculty involvement  
3c. Developed specific attitudinal survey, will implement starting February 2019 |
| 4. Review/evaluation of GHIE Sites | 4a. Review housing, facilities  
4b. Engagement with onsite faculty | 4a. Written evaluations and person-to-person input  
4b. Site visits(non-CFHI sites) and Review of institutional alignment re: academic programs, mission, clinical experiences | Ongoing | RFU Director for Interprofessional Global Health & Global Health Directors | 4a. There are no noted deficiencies or hazards associated with housing and facilities  
4b. Current and pending sites provide significant learning opportunities that align with RFUMS mission and standards | 4a. Augmented site evaluation form; identified specific areas that should be reviewed during site visit  
4b. None |

2/1/19