

Global Health Survey Question Database Instructions

Winston Liaw, MD MPH
Virginia Commonwealth University
Fairfax Family Medicine Residency Program

Daniel Whitesides
Fourth Year Medical Student
University of North Carolina School of Medicine

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CHAPTER 1: How to Use This Tool

This tool is not a complete guide to evaluation. For an overview of program evaluation, please consult *Global Health Training in Graduate Medical Education: A Guidebook, 2nd Edition* (specifically pages 78-89), from the Global Health Education Consortium.¹ Instead, this resource aims to address two common barriers to program evaluation: lack of time and expertise.

STEP 1:

Prepare for the development of the survey by determining the evaluation's purpose, the evaluation's audience, the program's goals and objectives, and the evaluation's medium.

As outlined in the guidebook referenced above, it's necessary to first determine:

- 1) The purpose of the evaluation

Is the evaluation **formative** (meaning that you are trying to determine which parts of the elective / program are working and which parts are not) or **summative** (meaning that you are trying to determine whether the elective / program is meeting specific outcomes or pre-specified goals)?

- 2) The audience of the evaluation

Are you trying to gather input from medical students, residents, faculty, staff, people from other organizations, or all of the above?

- 3) The goals and objectives of your global health elective or program

What is your program trying to accomplish (goals)? How are you planning on meeting those goals (objectives)?

- 4) The medium of the evaluation

Will the questions be asked through a survey, focus group, or interview?

¹

http://globalhealtheducation.org/resources_OLD/Documents/Both%20Students%20And%20Faculty/GH_Training_in_GME_Guidebook_2Ed.pdf

STEP 2:

Select which questions to keep.

First, note that there are two versions of the database:

Row	Question	Checkbox
10	Medicine residency program	<input checked="" type="checkbox"/>
11	Current year of training	<input type="checkbox"/>
12	Plans after completion of residency	<input type="checkbox"/>

- 1) The “Concise” spreadsheet contains just the questions and the answer choices.
- 2) The “Expanded” spreadsheet provides more information about the questions (such as the citations and target audiences).

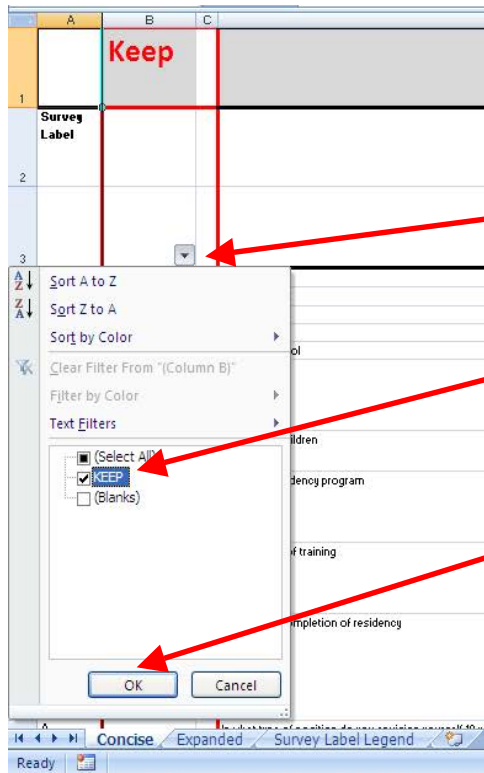
Row	Survey Label	Question	Checkbox
1	Keep		
2			
3			
4		Age	<input type="checkbox"/>
5		Sex	<input type="checkbox"/>
6		Race	<input type="checkbox"/>
7		Birthplace	<input type="checkbox"/>
8		Medical school	<input type="checkbox"/>
9		Marital status	<input type="checkbox"/>
10		Number of children	<input type="checkbox"/>
11	KEEP	Medicine residency program	<input checked="" type="checkbox"/>
12		Current year of training	<input type="checkbox"/>
13		Plans after completion of residency	<input type="checkbox"/>

Next, select the questions you want to keep by clicking on the check boxes next to the questions of interest.

After clicking on the check box, note that the cell is highlighted and the word “KEEP” appears in the adjacent cell.

STEP 3:

Compile the questions you want to keep.

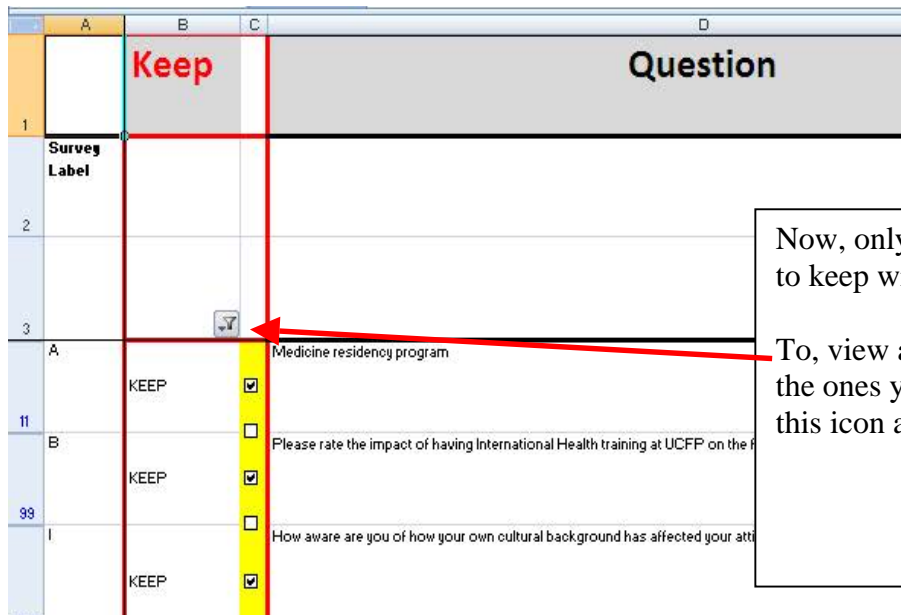


The screenshot shows a spreadsheet with columns A, B, and C. Column B is highlighted in red and contains the word "Keep". A filter menu is open over column B, showing options like "Sort A to Z", "Sort Z to A", "Sort by Color", "Clear Filter From '(Column B)'", "Filter by Color", and "Text Filters". Under "Text Filters", there are three options: "(Select All)", "KEEP", and "(Blanks)". The "KEEP" option is checked. The "OK" button is highlighted at the bottom of the menu.

By clicking on this arrow, you can view only the questions you want to keep.

Select only the check box next to the word "KEEP". The check box next to the word "(Blanks)" should be de-selected.

Press OK



The screenshot shows the same spreadsheet as before, but now only the rows where the filter was applied are visible. Column B contains the word "Keep" in red. Column C contains a list of questions with checkboxes. The first question, "Medicine residency program", has a checked checkbox. The second question, "Please rate the impact of having International Health training at UCFP on the f", has an unchecked checkbox. The third question, "How aware are you of how your own cultural background has affected your att", has an unchecked checkbox. The fourth question, "How aware are you of how your own cultural background has affected your att", has a checked checkbox. A yellow highlight is on the first row. A filter icon is visible in the top right corner of the spreadsheet.

Now, only the questions that you want to keep will appear.

To, view all of the questions (not just the ones you want to keep), click on this icon and select "(Select All)".

Please note that this tool is not designed to create the final survey instrument but rather to help you get started and introduce you to questions that have been used to evaluate other global health programs. To create a survey for your institution, you may need to tailor the question stems and answer choices to your program.

The preceding screen shots contained images from the "Concise" spreadsheet.

The following image is a screen shot from the “Expanded” spreadsheet. In this spreadsheet, you can filter the questions across several variables:

- Whether the survey is pre-experience or post-experience
- Target audience
- Multiple choice vs. free text
- Background questions
 - o The knowledge, attitude, skills, and overall satisfaction of the trainees
 - o The impact of the experience on career plans
 - o The impact of the experience on recruitment for the residency or medical school
- Preceptor evaluations of the trainees
- Overall evaluation of the global health program

Question	Answer Choices	Question Type	Background
		Multiple Choice	Demographics and General Background
		Free Text	Prior Experience

evaluate each of the following factors individually in how they affected your decision to accept a job immediately after graduating from residency: increased opportunity for underserved populations	Scale with 5 points: 1: Not important, 5: Extremely important		
rate your level of agreement with the following statements: I would be interested in caring for the underserved even if I make less money	Scale with 5 points: 1: Strongly disagree, 5: Strongly agree		
rate your level of agreement with the following statements: I feel comfortable taking care of patients from varying ethnic backgrounds	Scale with 5 points: 1: Strongly disagree, 5: Strongly agree		
rate your level of agreement with the following statements: I feel comfortable using a translator when caring for a patient who speaks a language other than my own	Scale with 5 points: 1: Strongly disagree, 5: Strongly agree		
rate your level of agreement with the following statements: I believe it is my responsibility to care for any patient who presents to my place of work	Scale with 5 points: 1: Strongly disagree, 5: Strongly agree		
rate your level of agreement with the following statements: I feel that the provision of health, wellness, and preventive health services has different priorities for different cultural or ethnic groups	Scale with 5 points: 1: Strongly disagree, 5: Strongly agree		
rate your level of agreement with the following statements: I would feel comfortable leading a health care brigade to a developing nation	Scale with 5 points: 1: Strongly disagree, 5: Strongly agree		
rate your level of agreement with the following statements: The International Health Track should continue to be offered at UC	Scale with 5 points: 1: Strongly disagree, 5: Strongly agree		
rate your level of agreement with the following statements: International training would be a valuable addition to other primary care residency programs	Scale with 5 points: 1: Strongly disagree, 5: Strongly agree		
rate your level of agreement with the following statements: Joint family medicine-psychiatry training is an asset to the UCFP residency program	Scale with 5 points: 1: Strongly disagree, 5: Strongly agree		

For example: If you only want to view multiple choice questions, then click on this arrow.

To view only multiple choice questions, select the check box next to “1”. The check box next to the word “(Blanks)” should be de-selected.

Press OK

CHAPTER 2: Background Information / Methods

In 2011, the Society of Teachers of Family Medicine's (STFM) Group on Global Health (GOGH) started the SAGE project (Assessing the **S**ocial **A**ccountability of **G**lobal Health **E**xperiences). One aim of this project was to assess whether or not there is an association between care for underserved populations and participation in global health tracks during residency. While recruiting family medicine residencies to participate in this project, we came to appreciate how difficult it was for burgeoning global health programs to develop curricula and simultaneously evaluate the impact of these experiences.

A second SAGE aim was to provide support for residencies wanting to develop global health experiences. Faculty who were developing global health experiences reported that they lacked time to perform and expertise in program evaluation. Therefore, in order to address these perceived gaps, we created this database.

Methods:

We obtained survey instruments from two sources:

- 1) We contacted the first authors of the articles within the two most recent systematic reviews evaluating the impact of global health electives on medical students and residents:

Thompson MJ, Huntington MK, Hunt DD, Pinsky LE, Brodie JJ. Educational effects of international health electives on US and Canadian medical students and residents: A literature review. *Acad Med* 2003; 78: 342-7.

Jeffrey J, Dumont RA, Kim GY, Kuo T. Effects of international health electives on medical student learning and career choice: Results of a systematic literature review. *Fam Med* 2011; 43: 21-8.

Within these two articles, we identified thirteen unique publications. We were able to obtain survey instruments from 4 of the studies. Seven of the authors either did not respond or no longer had access to the original surveys. One publication evaluated whether the global health elective participants scored higher on the preventive medicine and public health section of the Part II examination of the National Board of Medical Examiners and therefore, did not report on data from a survey. And one of the first authors was deceased.

- 2) We also sent a request for survey instruments via the Society of Teachers of Family Medicine Group on Global Health listserv.² From this query, we received responses from 3 family medicine residency programs and 2 medical schools.

We compiled the questions from each of the surveys into a spreadsheet, identified the target audience, determined whether the question was free text or multiple choice, and categorized the domain(s) that the question assessed (i.e. background information, knowledge, attitude, skills, satisfaction, career plans, recruitment, and overall assessment).

² The email was sent on December 15, 2012.

Institution	Citation (if applicable)	Target Audience (Med Students / Residents / Preceptors)	Pre-elective / Post-elective / Both	Survey Label	Notes
Survey A: Duke Internal Medicine Residency	Miller WC, et al. Am J Med 1995; 99(3): 291-297	Residents	Both	A	
Survey B: University of Cincinnati Family Medicine Residency		Residents	Post	B	
Survey C: University of Rochester Family Medicine Residency		Residents	Post	C	
Surveys D and E: Wesley Family Medicine Residency		Residents	Post	D	
		Field Preceptors	Post	E	
Survey F: University of Arizona	Pust PE, et al. Acad Med 1992; 67: 90-94.	Medical Students / Residents	Post	F	
Survey G: Virginia Commonwealth University		Medical Students / Residents	Post	G	
Surveys H, I, and J: University of Massachusetts	Godkin MA, et al. Fam Med 2003; 35(3): 273-278.	Medical Students	Pre	H	
	Godkin MA, et al. Fam Med 2001; 33(3): 178-186.	Medical Students	Both	I	Survey assesses cultural competence
		Medical Students	Both	J	Open-ended questions
Survey K: Rosalind Franklin School of Medicine		Medical Students	Post	K	

Comments / Feedback:

Please contact Winston Liaw (winstonliaw@gmail.com) for any questions regarding this evaluation toolkit or if you have a survey instrument you would like to share.

Funder / Acknowledgements:

This work was funded by a grant from the Society of Teachers of Family Medicine Foundation Group Project Fund.

We would like to thank the residency programs and medical schools who participated in this project for their willingness to share their tools. Clearly, without their involvement, this project would not be possible.

We would also like to thank the members of the SAGE Advisory Committee:

Inis Bardella – Rosalind Franklin University

Andrew Bazemore – Robert Graham Center

Martha Carlough – University of North Carolina

Bill Cayley – University of Wisconsin

Diana Clemow – AnMed Health Family Medicine Residency Program

Bruce Dahlman – Institute of Family Medicine (Nairobi)

Paul Larson – University of Pittsburgh Medical Center St. Margaret Family Medicine Residency Program

Scott Loeliger – Contra Costa Family Medicine Residency Program

Rebecca Malouin – Michigan State University

Sam Matheny – University of Kentucky

Stephen Merry – Mayo Family Medicine Residency Program

Ranit Mishori – Georgetown University

Tony Valdini – Lawrence Family Medicine Residency Program

Imam Xierali – Association of American Medical Colleges

CHAPTER 3: Original Survey Instruments

Survey A: Duke Internal Medicine Residency

INTERNATIONAL HEALTH PROGRAM SURVEY FORM IA

BACKGROUND INFORMATION

1. Age ____ 2. Sex M F 3. Race (Optional) _____

4. Birthplace _____ 5. Medical School _____

6. Marital Status:

 Single Engaged Married Separated/Divorced

7. Number of Children: ____

8. Medicine Residency Program:

 Standard Primary Care Clinical Research Med-Peds

9. Current Year of Training: 1 2 3 4

10. Plans after completion of residency:

Fellowship Academic Faculty Private Practice Military Public Health Service
Other _____

Institution: _____

Division (if applicable): _____

11. In what type of position do you envision yourself 10 years after completion of residency?

- a. Private Practice - General Internal Medicine
- b. Private Practice - Subspecialty
- c. Academic Medicine - Primarily clinical
- d. Academic Medicine - Primarily research
- e. Military
- f. Public Service - (eg. Indian Health Service, Non-profit clinic, Missionary, etc.)

INTERNATIONAL HEALTH PROGRAM INFORMATION

12. Did you have any overseas travel or work experience in a **developed** country (eg. Europe, Japan, etc.) prior to residency?

Yes No If Yes, where? _____

12a. What was the duration of your stay during the prior experience? (If more than one experience, choose the longest.)

Travel: None <1 month 2-3 months >3months

Work: None <1 month 2-3 months >3months

13. Did you have any overseas travel or work experience in a **developing** country prior to residency?

Yes No If Yes, where? _____

13a. What was the duration of your stay during the prior experience? (If more than one experience, choose the longest.)

Travel: None <1 month 2-3 months >3months

Work: None <1 month 2-3 months >3months

14. Do you plan to participate in the International Health Program during your residency?

Yes

No

Don't know yet (answer both 14a and 14b)

14a. If yes, why? (Circle as many as apply)

- a. Interest in International Health/Tropical Medicine
- b. Thought patients would be interesting
- c. Like to travel
- d. Desire for cross-cultural experience
- e. Family heritage (i.e. Person of Chinese ethnic origin visiting China)
- f. Religious/Faith-based reasons
- g. Desire to serve less privileged population
- h. Desire to escape Duke routine
- i. Other, _____ please specify

14b. If no, why not? (Circle as many as apply)

- a. Cost
- b. Family reasons
- c. Concern regarding health risks overseas
- d. Concern regarding personal safety overseas
- e. Wanted to go but positions unavailable
- f. Schedule conflict
- g. No Interest
- h. Other _____

15. Were you aware of the International Health Program at the time of application for residency?

Yes

No

Please rate the following:

16. The significance of the International Health Program on your decision to come to Duke for residency training:

-3	-2	-1	0	1	2
3					
significant significant negative impact			no impact		positive impact

17. Please indicate your opinion regarding the general use of health care resources in the United States:

a. Use of routine laboratory tests (eg. CBC, Electrolytes, etc.)

-3	-2	-1	0	1	2
3					
Significantly Underutilized			Utilized Appropriately		Significantly Overutilized

b. Use of sophisticated diagnostic tests (eg. MRI, CT scan, Cardiac catheterization, etc.)

-3	-2	-1	0	1	2
3					
Significantly Underutilized			Utilized Appropriately		Significantly Overutilized

c. Use of intensive care units

-3	-2	-1	0	1	2
3					
Significantly Underutilized			Utilized Appropriately		Significantly Overutilized

d. Frequency of Do Not Resuscitate orders

-3	-2	-1	0	1	2
3					
Significantly Underutilized			Utilized Appropriately		Significantly Overutilized

18. Please indicate your view of the 3 most significant medical problems (diseases/syndromes) facing developing countries today?

1. _____
2. _____
3. _____

19. Please indicate your view of the 3 most significant obstacles to improvement of health care in developing countries?

1. _____
2. _____
3. _____

20. What 3 diseases/syndromes pose the greatest problems for the **world** in the next 10 years?

1. _____
2. _____
3. _____

21. If you have the opportunity to go overseas in the future (after residency) to practice medicine or do research, would you go?

Short term (< 6 mos): No Possibly, depends on circumstances Yes, without hesitation

Long term (> 6 mos): No Possibly, depends on circumstances Yes, without hesitation

22. Do you currently have plans to work overseas in the future? Y N

22a. In what context? Academic/Research Military Service/Missions Other

23. Should the International Health Program be continued? Yes No

24. Please use the space below or additional pages to provide other comments regarding your experience with the international health program. Thank you for your cooperation!

SURVEY B: University of Cincinnati Family Medicine Residency

By completing this survey I indicate my consent to participate in this study.

University of Cincinnati Family Medicine Family Medicine Residency Graduate Survey

1) Gender:

- Male
 Female

2) Year you Graduated from UC Family Medicine Residency: 1989 1990 1991 1992
1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003

3) Country or U.S. state where you were born: _____

4) Which of the following describes your primary practice setting? (Select all that apply)

- Private Practice Urban (metropolitan area population >25,000)
 Private Practice Suburban (near to but distinct from central city area >25,000)
 Private Practice Rural (all others)
 Community Health Center/Public Health Service (e.g. Indian Health Service, Non-profit clinic, Missionary, etc.)
 Federally Qualified Health Center (FQHC)
 Academic Medicine/University Setting
 Military
 Other

5) Please check other settings where you work at least 10% of the time? (Select all that apply)

- Private Practice Urban
 Private Practice Suburban
 Private Practice Rural
 Community Health Center/Public Health Service (e.g. Indian Health Service, Non-profit clinic, Missionary, etc.)
 Federally Qualified Health Center (FQHC)
 Academic Medicine/University Setting
 Military
 Other
 None

6) Approximately what percentage of your patients is on Medicaid?

_____ %

7) Approximately what percentage of your patients is without insurance?

_____ %

8) If appropriate, is a government subsidized payment plan/sliding scale available for patients without insurance?

- Yes
 No
 Not Applicable

9a) Do you have any patients who are non-English speaking or speak a primary language other than English in your primary practice setting?

- Yes
 No

9b) If Yes to '9a', approximately what percentage of your patients is non-English speaking or speaks a primary language other than English in your primary practice setting?

_____ %

10) Is your primary practice setting in a Health Professions Shortage Area (HPSA) or Medically Underserved Area (MUA), as defined by the Bureau of Primary Health Care (BPHC)?

- Yes
 No

11a) Do you volunteer medical services at any charitable health care facilities (free clinic, women's shelter, etc.)?

- Yes
 No

11b) If Yes to '11a', please estimate how many hours per month (on average)? _____ # of Hours

11c) Brief Description of your activity(ies): _____

12) **During medical school, I:**

Strongly agree

Strongly disagree

	1	2	3	4	5
a) Volunteered in community activities regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Planned to work extensively with underserved populations after graduating residency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Planned to work regularly in developing nations after graduating residency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Planned to work in a rural area after graduating residency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13) **Rate the impact of the following factors on your choice of U.C. for residency training:**

Significant
Negative

Significant
Positive

	Impact			Neutral		Impact	
	-3	-2	-1	0	1	2	3
Location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of residents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The International Health Track	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Significant other's preference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to participate in international missions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14) During residency:

	Strongly agree			Strongly disagree	
	1	2	3	4	5
a) I volunteered in community activities regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I planned to work extensively with underserved populations after graduating residency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I planned to work regularly in developing nations after graduating residency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I planned to work in a rural area after graduating residency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15) Please evaluate each of the following factors individually in how they affected your choice of jobs immediately after graduating from residency:

	Not Important.....Important				
	1	2	3	4	5
a) Climate or region's characteristics (i.e. ideal physical environment, 'the kind of place I'd always wanted to live')	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Ability to work with patients of varying cultures and languages in my practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Proximity to my significant other/family/friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Ability to reduce my educational debt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Increased opportunity to participate in international medical work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Increased Opportunity to care for underserved populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16) Please rate your level of agreement with the following statements:

Strongly agree.....Strongly disagree

	1	2	3	4	5
a) I would be interested in caring for the underserved even if I make less money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I feel comfortable taking care of patients from varying ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I feel comfortable using a translator when caring for a patient who speaks a language other than my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I believe it is my duty to care for any patient who presents to my place of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I feel that the perception of health, wellness and preventive health services has different meanings to different cultural or ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I would feel comfortable leading a health care brigade to a developing nation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) The International Health track should continue to be offered at U.C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) International Health training would be a valuable addition to other primary care residency programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Joint Family Medicine-Psychiatry training is an asset to the UCFP residency program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17) Please rate the extent to which you do these things:

[rarely/never(R/N), occasionally(O), or frequently(F)]

	R/N	O	F
a) I see patients from ethnically and racially diverse backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I keep abreast of the major health concerns and issues for ethnically and racially diverse client populations residing in the geographic locale served by my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I insure that printed information disseminated by my practice takes into account the average literacy levels of individuals and families receiving services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) For individuals and families who speak languages or dialects other than English, I attempt to learn and use key words in their language so that I am better able to communicate with them during assessment, treatment or other interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18) During the first five years after graduating residency, I:

Strongly Agree..... Strongly Disagree

	1	2	3	4	5
a) Volunteered in community activities regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) Worked extensively with underserved populations as a clinician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Worked regularly in developing nations as a clinician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Worked in a rural area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19) Please rate your level of knowledge with regard to these topics:

	I know nothing.....				I know a great deal
	1	2	3	4	5
a) Pre-travel counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Immunizations for travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Malaria prophylaxis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Food & water precautions during travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Safety issues during travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Traveler's diarrhea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Pregnancy and travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Accessing websites for destination-specific recommendations for travelers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Swimming Precautions during travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Post-travel illnesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20) Please rate the impact of having International Health training at UCFP on the following?

	Significant Negative Impact			No Impact	Significant Positive Impact		
	-3	-2	-1	0	1	2	3
a) Your training in Family Medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Your physical diagnosis skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Your professional life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Your personal life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Your knowledge of Public Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Your knowledge of Tropical Disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Your knowledge of Travel Medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21a) Had you participated in an International Health experience to a developing nation prior to Residency?

Yes

No

b) If Yes, where: _____

c) And for how many weeks in total? _____

22) Did you participate in the International Health Track when you were in the residency program?

- Yes
 No

23a) Did you participate in any International Health Brigades during residency?

- Yes
 No

23b) If yes to '23a', what year was the trip and where was the trip?

	Year	Where did you go?
Trip One		
Trip Two		
Trip Three		

24) If you had to do it over again, would you participate in the International Health Track?

- Yes
 No

25) The University of Cincinnati is approximately how many miles from:

	0-99	100-250	250-499	500-999	>1000
a) My medical school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The place that I called 'home' prior to medical school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The site of my first job post-residency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Where I now live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26) Race/Ethnicity:

- Non-Hispanic White
 Non-Hispanic Black
 Hispanic
 Asian/Pacific Islander
 Other

27) Medical School Attended: _____

28) Level of Educational debt at the end of medical school:

- \$0-24,999
 \$25,000-49,999

- \$50,000-74,999
- \$75,000-124,999
- >\$125,000

29) Please list the up to three chief reasons that you chose either to participate or not to participate in the International Health Track at U.C.?

1) _____

2) _____

3) _____

SURVEY C: University of Rochester Family Medicine Residency

University of Rochester Family Medicine Residency

Patient Care

Learning goals or objectives for the rotation were clear? *(Question 1 of 5 - Mandatory)*

	1	Not at all
	2	Somewhat
	3	As expected
	4	More than expected

Medical Knowledge

This rotation provided relevant clinical and educational experience to my career in family medicine. *(Question 2 of 5 - Mandatory)*

	1	Not at all
	2	Somewhat
	3	As expected
	4	More than expected

Interpersonal and Communication Skills

I received and used feedback about my performance from supervisors (residents, staff, attending). *(Question 3 of 5 - Mandatory)*

	1	Not at all
	2	Somewhat
	3	As expected
	4	More than expected

Overall Rating

Overall, I rate this rotation: *(Question 4 of 5 - Mandatory)*

Unsatisfactory	Below Average	Average	Above Average	Outstanding
1	2	3	4	5

Comments

(Please write about Strengths, Weaknesses and Areas for Improvement.) *(Question 5 of 5 - Mandatory)*

SURVEY D: Wesley Family Medicine Residency Resident Evaluation

Wichita Council of Graduate Medical Education
International Medicine Resident Evaluation

Field Preceptor: _____ Location: _____
 Signature: _____ Date: _____
 Resident Name: _____ Dates of Rotation: _____

Dear Preceptor,
 Thank you for serving as a field preceptor! We appreciate the time and energy you sacrificed to do so. Please complete and sign the following evaluation for the resident you have been supervising. When completed please place it a sealed envelope and give it to the resident to return to our program or mail it to:

David P Miller, MD, 850 N Hillside, Wichita, KS 67214, USA
KEY(NA=Not observed or not applicable, 1-3=Unsatisfactory, 4-6=Satisfactory, 7-9=Superior)

KNOWLEDGE

Interest in Rotation

Disinterested, bored, frequently tardy, misses unplanned days with no explanation	NA 1 2 3 4 5 6 7 8 9	Extremely interested, enthusiastic, on time, excellent attendance, asks insightful questions.
---	----------------------	---

Medical Knowledge

Limited and fragmented.	NA 1 2 3 4 5 6 7 8 9	Extensive and well-integrated.
-------------------------	----------------------	--------------------------------

Independent expansion of knowledge base

Does not read or research about patients' medical problems. Demonstrates little interest in expanding personal knowledge base.	NA 1 2 3 4 5 6 7 8 9	Dedicated to reading and researching to improve patient care. Extremely interested in expanding personal knowledge base.
--	----------------------	--

Comments:

SKILL

Problem Solving

Fails to critically assess information, risks, and benefits; does not identify major issues or make timely decisions.	NA 1 2 3 4 5 6 7 8 9	Critically assesses information, risks, and benefits; identifies major issues and makes timely decisions.
---	----------------------	---

Clinical Management Skills

Very poor ability to diagnose and treat patients and coordinate their care.	NA 1 2 3 4 5 6 7 8 9	Excellent ability to diagnose and treat patients and coordinate their care.
---	----------------------	---

Procedural Skill

Poorly performs procedures. Clumsy and uncomfortable.	NA 1 2 3 4 5 6 7 8 9	Highly skilled in performing procedures. "Good with hands" Appropriately confident.
---	----------------------	---

Psychosocial and Spiritual

Does not recognize or respond to psychosocial or spiritual aspects of illness.	NA 1 2 3 4 5 6 7 8 9	Recognizes and responds to psychosocial and spiritual aspects of illness.
--	----------------------	---

Paperwork Skills

Fails to complete paperwork in a timely manner or quality is poor. (Histories, Chart Notes, etc)	NA 1 2 3 4 5 6 7 8 9	Always completes paperwork on time. Quality consistently excellent.
--	----------------------	---

Supervisory Skills

Very poor supervisor and teacher. Timid or authoritarian. Provides no effective feedback. Lacks organizational skills to lead a team effectively.	NA 1 2 3 4 5 6 7 8 9	Excellent supervisor and teacher. Clearly sets expectations and encourages compliance. Offers effective and timely feedback. Excellent organizational skills to lead a team.
---	----------------------	--

Interpersonal Skills

Frequent conflict with others, frequently avoided by colleagues, ignores or challenges input from other professionals, poorly accepted by non-MD staff.	NA 1 2 3 4 5 6 7 8 9	Negotiates well with others, sought out by colleagues, incorporates input from other professionals, acceptance by non-MD staff.
---	----------------------	---

Communication Skills

Inattentive to patients, lacks tact with emotional issues, does not check for patient understanding, frequently fails to appropriately involve family.	NA 1 2 3 4 5 6 7 8 9	Actively engages patient, listens attentively, tactful with emotional issues, checks for patient understanding, consistently maintains appropriate contact with patient's family.
--	----------------------	---

Comments:

ATTITUDE

Work Ethic

Frequently "hard to find" or "disappears." Prefers social interaction to medical work. Frequently lazy.	NA 1 2 3 4 5 6 7 8 9	Very hard-working and disciplined, but knows boundaries and when to quit.
---	----------------------	---

Compassion

Shows inadequate appreciation of patients' and families' special needs for comfort and help or develops inappropriate emotional involvement.	NA 1 2 3 4 5 6 7 8 9	Always appreciates patients' and families' special needs for comfort and help but avoids inappropriate emotional involvement.
--	----------------------	---

Integrity

Shows inadequate commitment to honesty and trustworthiness in patient care, or in evaluating and demonstrating own skills and abilities.	NA 1 2 3 4 5 6 7 8 9	Always shows exceptional commitment to honesty and trustworthiness in both patient care, and in evaluating and demonstrating own skills and abilities.
--	----------------------	--

Teachability

Frequently unteachable. Lacks humility regarding medical knowledge or skills. Inappropriately challenges authority or supervisor's instructions.

NA 1 2 3 4 5 6 7 8 9

Extremely teachable. Shows appropriate humility regarding medical knowledge or skills, with strong desire to learn more. Respects authority and supervisors.

Overall Impression

Overall unsatisfactory.

NA 1 2 3 4 5 6 7 8 9

Overall outstanding.

Comments:

Resident Strengths (please explain any scores of 8 or 9 from above):

Resident Weaknesses (please explain any scores of less than 4 from above):

SURVEY E: Wesley Family Medicine Residency Field Preceptor Evaluation

Wichita Council of Graduate Medical Education
International Medicine Site Evaluation

Resident Name: _____ Today's Date: _____
 Residency Advisor: _____ Field Preceptor: _____
 Dates of Rotation: _____ Location: _____

KEY: (NA=Not observed or not applicable, 3=Unsatisfactory, 4=Satisfactory, 9=Superior)

Rotation

How interesting was this trip?

Uninteresting boring little variety, limited medical and spiritual opportunities	NA 1 2 3 4 5 6 7 8 9	Extremely interested, varied, with many different opportunities.
--	----------------------	--

Did this trip provide you with many educational learning opportunities?

Limited and fragmented.	NA 1 2 3 4 5 6 7 8 9	Extensive and well integrated
-------------------------	----------------------	-------------------------------

How challenging was this trip?

No challenging enough. Too much was done for me and I was bored.	NA 1 2 3 4 5 6 7 8 9	Extremely challenging. Many cultural, language, administrative and personality challenges arose.
--	----------------------	--

Please mark an X next to the people you would recommend this site to.

Residents - Clinical Rotation (List specialties) _____
 Residents - Community Health Rotation Residents - Education Rotation
 Premed. Students Medical Students Nurses PA's & Nurse Practitioners

SKILL DEVELOPMENT OPPORTUNITIES

Problem Solving Opportunities

No opportunities were given to critically assess information, risks, and benefits and make appropriate decisions	NA 1 2 3 4 5 6 7 8 9	Appropriate opportunities were given to critically assess information, risks, and benefits, major issues and make appropriate decisions.
--	----------------------	--

Clinical Management Skills Opportunities

No opportunities and resources to coordinate the care of the patients that were seen.	NA 1 2 3 4 5 6 7 8 9	Excellent opportunities and resources to diagnose, treat, and coordinate the care of patients that were seen.
---	----------------------	---

Procedural Skill Training Opportunities

Were not able to perform any procedures.	NA 1 2 3 4 5 6 7 8 9	Many opportunities to participate in skill training opportunities
--	----------------------	---

Psychosocial Environment

A very stressful, unpleasant, unprofessional, conflict filled, working environment.	NA 1 2 3 4 5 6 7 8 9	A pleasant professional, supportive, team centered working environment.
---	----------------------	---

Comments:

FIELD PRECEPTOR

Field Preceptor Supervisory Skills

Very poor supervisor and teacher. Timid or authoritarian. Provides no effective feedback. Lacks organizational skills to lead a team effectively.

NA 1 2 3 4 5 6 7 8 9

Excellent supervisor and teacher. Clearly sets expectations and encourages compliance. Offers effective and timely feedback. Excellent organizational skills to lead a team.

Field Preceptor Relational Skills

Frequent conflict with others, frequently avoided by colleagues, ignores or challenges input from other professionals, poorly accepted by non-MD staff.

NA 1 2 3 4 5 6 7 8 9

Negotiates well with others, sought out by colleagues, incorporates input from other professionals, acceptance by nonMD staff.

Field Preceptor Communication Skills

Inattentive to patients, lacks tact with emotional issues, does not check for patient understanding and frequently fails to appropriately involve family.

NA 1 2 3 4 5 6 7 8 9

Actively engages patient, listens attentively, tactful with emotional issues, checks for patient understanding, consistently maintains appropriate contact with patient's family.

Comments:

HOST ORGANIZATION

Work Ethic of the Host Organization

It is frequently it is "hard to find" personnel prefers social interaction to medical work. Frequently laziness observed

NA 1 2 3 4 5 6 7 8 9

Very hard-working and disciplined personnel, but they know boundaries and when to quit.

Compassion Expressed by Host Organization

Shows inadequate appreciation of patients' and families' special needs for comfort and help or develops inappropriate emotional involvement

NA 1 2 3 4 5 6 7 8 9

Always appreciates patients' and families' special needs for comfort and help but avoids inappropriate emotional involvement.

Integrity of the Host Organization

Shows inadequate commitment to honesty and trustworthiness in patient care, or in evaluating and demonstrating own skills and abilities

NA 1 2 3 4 5 6 7 8 9

Always shows exceptional commitment to honesty and trustworthiness in both patient care, and in evaluating and demonstrating own skills and abilities.

Comments:

OVERALL IMPRESSIONS

Host Organization

Overall unsatisfactory.

NA 1 2 3 4 5 6 7 8 9

Overall outstanding.

Rotation

Overall unsatisfactory.

NA 1 2 3 4 5 6 7 8 9

Overall outstanding.

Assistance from Residency Program

Overall unsatisfactory. They did not respond to my requests in a reasonable time frame. They were rude and unhelpful.

NA 1 2 3 4 5 6 7 8 9

Overall outstanding. They responded to the information and services in a reasonable time frame and helpful manner.

Personal Preparation for this Rotation

Overall unsatisfactory. I am not pleased with the time, research & preparation I invested in this trip.

NA 1 2 3 4 5 6 7 8 9

Overall Satisfied. I invested sufficient time, research & preparation I invested in this trip.

Comments:

Rotation Strengths (please explain any scores of 8 or 9 from above):

Rotation Weaknesses (please explain any scores of less than 4 from above):

SURVEY F: University of Arizona

INTERNATIONAL HEALTH: EVALUATING
ARIZONA'S SUMMER COURSE
IN LIGHT OF SUBSEQUENT THIRD WORLD EXPERIENCE

I. WHO/WHERE/WHEN: ABOUT YOU

1. Today's Date _____
2. Name _____
3. Medical School _____
(If you are not a medical student, please complete this, and later, items with parallel information from your own professional career.)
4. Year of Medical School Graduation _____
5. Year of Arizona I.H. Summer Course (FCM 896A) _____
6. Current Address: _____

ZIP (if USA) _____
7. PHONE (____) _____
8. Is this address Home _____ or Work _____
9. Best "permanent" contact address*: (Someone with a stable address who will always know how to reach you)

*Contact
Person's Name- _____

10. Contact Person's Phone (____) _____

II. SPECIALTY AND CAREER CHOICES:

11. What type of residency (medical specialty) did you enter? _____

12. Did you change specialties (after beginning your residency)?

No _____ Yes _____

13. Name and address of residency program you completed or expect to complete:

14. Year of Completion _____
(Past or expected)

15. Do your plans include an M.P.H. (or similar) program?

No _____ YES _____ If yes, when? _____

16. Brief description (and/or title) of your current job (if not in residency).

17. Is this job mainly: CLINICAL NON-CLINICAL OTHER (Non-Medical).

Comments: _____

III. FUTURE CAREER PLANS OR OBJECTIVES, BRIEFLY:

18. In North America _____

19. In International Health _____

IV. THIRD WORLD EXPERIENCE:

20. Before the Arizona International Health Course, did you have Third World experience (of more than 2 weeks)?

NO YES If YES, was it: Medical Non-Medical Both

21. After the Arizona Course, have you had Third World health or medical experience? ·

~~NO~~
YES

If NO, go to Question #27.

If YES, Please tell us about your first experience after the course:

a. When did it start? Month _____ Year _____

b. How long did it last? _____

c. Where (name and address of program or site)

Name of Program _____

Address _____

d. Name of contact person(s) regarding that site*

Name _____

Address _____

*We would not "promote" site without permission e.

e. Is this site usually open to: (Circle all that apply)

Students Residents Volunteer physicians

f. Type of experience? (Circle all that apply)

Urban Rural Clinical Care Community Medicine/Public Health

g. Brief description of roles experienced at the above site:

Clinical _____

Teaching _____

Research or

Program Assessment _____

In addition to the first on-site experience after the Arizona course, have you had later post-course international health experiences'?

NO _____ YES _____ If YES, how many'? _____

Further
Comments _____

V. COURSE EVALUATION

In light of this subsequent Third World experience, how well do you feel the Arizona Course prepared you . . .

22. For a Third World role in:	Very Well					Not At All
A. Clinical work	5	4	3	2	1	
B. Teaching others	5	4	3	2	1	
C. Program Assessment or Research	5	4	3	2	1	
23. For your Region (specific problems of your Third World Continent)	5	4	3	2	1	
24. To deal with limited Resources	5	4	3	2	1	
25. To communicate and work cross culturally	5	4	3	2	1	
26. Would you recommend the Arizona course to peers:				YES		NO

VI. ALTERNATIVES

27. If you did not have post-summer international health experience in the Third World, please briefly describe any barriers you encountered or the reason you decided not to go.

VII. COMMENTS ABOUT THE COURSE from your current perspective ...and/or other news about you (as brief or as lengthy as you wish). We really thank you for your time ...both in taking the Arizona course and sharing your subsequent perspectives.

Goals and Objectives HOMBRE Core Educational Series 2012

Goal 1 – Through participating in these sessions, students will improve their knowledge and understanding of cultural competency.

Objective 1 – students will know the core attributes of culture and understand the many ways various cultures impact patients.

Objective 2 – students will recognize key behaviors that they should avoid and that they should strive to emulate while working abroad.

Objective 3 – students will demonstrate an ability to work with language discordant patients using an interpreter.

Goal 2 – Through participating in these sessions, students will gain an introductory knowledge of the broader determinants of health.

Objective 1 – students will understand how poverty in developing countries impacts patients and their health.

Objective 2 – students will be able to identify important determinants of health in developing countries and distinguish these from those in developed nations.

Goal 3 – Through participating in these sessions, students will improve their basic clinical skills, so that they can be most effective in helping care for our patients abroad.

Objective 1 – students will be exposed to the common chief complaints they will encounter on the trip.

Objective 2 – students will be able to take a targeted history for each of these chief complaints.

Objective 3 – students will be able to create a differential diagnosis of at least three other possible diagnoses for each chief complaint.

Objective 4 – students will be able to identify and appropriately choose selected pharmaceuticals for each chief complaint.

Objective 5 – students will know the mechanism of action, key side effects, key drug-drug-interactions and contraindications for selected pharmaceuticals.

FINAL EVALUATION June 2012

Please indicate your status on the trip (faculty, student, resident, other): _____

Please indicate your site (NPH/Olanchito, Pinares, the D.R., Ghana): _____

***For non-students, please just complete the BACK of this page only.
For students, please complete BOTH sides.***

After completing our brigade, please reflect on the lecture series as a whole and on each of the individual sessions. Please rate each on its effectiveness in preparing you for the brigade and in meeting the lecture series goals and objectives. Please use the following scale:

- 1 = not effective at all
- 2 = minimally effective
- 3 = moderately effective
- 4 = very effective

DNA = Did Not Attend

(not at all effective)

(very effective)

1. Poverty (Steve)	1	2	3	4	DNA
2. Social Determinants of Health (Steve)	1	2	3	4	DNA
3. Global Health and Tropical Med 1 (Mike)	1	2	3	4	DNA
4. Global Health and Tropical Med 2 (Mike)	1	2	3	4	DNA
5. Quality of Care in Under-resourced settings (Austin)	1	2	3	4	DNA
6. Intro to history taking and differential diagnosis (Steve)	1	2	3	4	DNA
7. Woman's health (Steve)	1	2	3	4	DNA
8. Basic Dermatology (Steve)	1	2	3	4	DNA
9. Tropical Dermatology (Alex)	1	2	3	4	DNA
10. Adult with headache (high blood pressure) (Mark)	1	2	3	4	DNA
11. Adult with increased thirst/urination (diabetes) (Mark)	1	2	3	4	DNA
12. Pediatric Growth and Nutrition (Pat)	1	2	3	4	DNA
13. Child with stomachache (Peds resident)	1	2	3	4	DNA
14. Child with breathing trouble (Peds resident)	1	2	3	4	DNA
15. Re-entry (Steve)	1	2	3	4	DNA
16. Q and A	1	2	3	4	DNA
17. The entire core lecture series as a whole.	1	2	3	4	DNA

Please turn over and complete back page as well!

Please list your site here: _____

Final Eval.
Page 2.

Please give us some feedback on your particular site.

What are the two best things about your site?

What are two things you would like to see improved about your site?

*Now please give us some feedback on the overall logistics and organization of the brigade.
Please use the following scale to rate each of the following statements:*

- 1 = disagree strongly
- 2 = disagree
- 3 = neutral
- 4 = agree
- 5 = strongly agree

	(strongly disagree)				(strongly agree)
1. I thought the brigade was well organized.	1	2	3	4	5
2. I was confident in the HOMBRE leadership.	1	2	3	4	5
3. I always knew who to ask if I had any questions.	1	2	3	4	5
4. Any questions I had were answered appropriately.	1	2	3	4	5
5. I felt safe during the brigade.	1	2	3	4	5
6. I would like to go on another HOMBRE brigade.	1	2	3	4	5
7. I would recommend going on an HOMBRE brigade to others.	1	2	3	4	5

Thank you for taking the time to complete this evaluation!

MEASURES OF IMPACT OF INTERNATIONAL EXPERIENCE
Pre-Experience Questionnaire

We would like you to fill out this questionnaire in order to study the impact of medical education on students' ideas and attitudes regarding a career in medicine. There are no right or wrong answers. Questionnaires are identified by social security number in order to see how responses change during the medical education years. However, no one in the Office of International Education or any other office will see individual responses in connection with names.

1. **Social Security Number:** _ _ _ / _ _ / _ _ _ _

2. **Today's date:** _____

3. **Class Graduation Year:** _____

4. **Year in school at the time of this questionnaire:**

_____ 1st year (1)

_____ 2nd year (2)

_____ 3rd year (3)

_____ 4th year (4)

_____ Other (please specify): _____ (5)

5. **Please check your current career preference (ONE choice only):**

_____ Anesthesiology (1)

_____ Emergency Medicine (2)

_____ Family Practice (3)

_____ Internal Medicine – General (4)

_____ Internal Medicine – Specialty (e.g., Cardiology, Dermatology, GI) (5)

_____ Combined Medicine/Pediatrics (two year residency in Internal Medicine plus a two year residency in Pediatrics) (6)

_____ Obstetrics/Gynecology (7)

_____ Pathology (8)

_____ Pediatrics – General (9)

_____ Pediatrics - Specialty (10)

_____ Psychiatry (11)

_____ Radiology (12)

_____ Surgery – General (13)

_____ Surgery – Sub-Specialty (e.g., Orthopedics, Urology) (14)

_____ Other: _____ (15)

MEASURES OF IMPACT OF MEDICAL EDUCATION

Please use the following scale to indicate how much your experiences with the UMMS curriculum to date have changed your perception of the following items. (Please circle one response for each item.)

1 = Decreased a lot 2 = Decreased a little 3 = Not changed 4 = Increased a little 5 = Increased a lot

- | | | | | | |
|--|---|---|---|---|---|
| a) Enthusiasm about being a physician | 1 | 2 | 3 | 4 | 5 |
| b) Interest in Primary Care | 1 | 2 | 3 | 4 | 5 |
| c) Interest in working with the urban underserved | 1 | 2 | 3 | 4 | 5 |
| d) The need to understand cultural differences in diagnosing and prescribing | 1 | 2 | 3 | 4 | 5 |
| e) A sense of idealism about my role as a physician | 1 | 2 | 3 | 4 | 5 |
| f) Knowledge about humanism in medical care | 1 | 2 | 3 | 4 | 5 |
| g) Interest in having an international component to my career | 1 | 2 | 3 | 4 | 5 |
| h) Interest in rural medicine | 1 | 2 | 3 | 4 | 5 |
| i) Interest in having a public health component to my career | 1 | 2 | 3 | 4 | 5 |
| j) A need to work collaboratively with other health professionals | 1 | 2 | 3 | 4 | 5 |
| k) Awareness of human values that are important to me as a physician | 1 | 2 | 3 | 4 | 5 |
| l) A need to be an advocate for a whole community of population | 1 | 2 | 3 | 4 | 5 |
| m) A need to examine my own biases about people and health care | 1 | 2 | 3 | 4 | 5 |
| n) A need to know about the living and working situations of patients | 1 | 2 | 3 | 4 | 5 |
| o) A need to understand the politics of health care | 1 | 2 | 3 | 4 | 5 |
| p) A need to know about a patient's financial constraints | 1 | 2 | 3 | 4 | 5 |
| q) A need to know another language | 1 | 2 | 3 | 4 | 5 |
| r) A need for epidemiologic field work | 1 | 2 | 3 | 4 | 5 |
| s) An awareness of obstacles to medicine's ability to change health risks | 1 | 2 | 3 | 4 | 5 |
| t) An awareness about my future role as a physician | 1 | 2 | 3 | 4 | 5 |

Comments about aspects of your experience that may have affected your answers: _____

CULTURAL ASSESSMENT SURVEY #2

Dear Student:

Please take a few minutes to fill out this survey. It will be used by the Office of Medical Education and International Education Office to evaluate the possible impact of its curriculum on students' approaches toward culture and medicine. It is important that you answer these questions as thoughtfully as possible in order for our measurement efforts to be worthwhile. Please bear in mind that aside from a few True-False questions, there are no right or wrong answers. We do ask for your social security number in order to compare each student's answers with answers from a similar survey given at the beginning of first year; however, the questionnaire will in no way permit identification of a specific student. In fact, no one who uses the information in these surveys will have any access to student identification numbers or names.

Please return the questionnaire to your small group leader.

To permit us to compare your answers now with those surveyed at the beginning of your first year, please list:

Your Social Security Number: _____ - _____ - _____

Date: _____

CULTURAL ASSESSMENT SURVEY (#2)

1. How would you describe your race?

Black Asian Native American White Biracial Other

2. Please check if you are planning to participate in any of the following experiences this summer (check only the **primary** one):

- Research abroad
- UMMC funded language/cultural immersion
- Non-UMMC funded language/cultural immersion abroad
- Clinical observation/shadowing abroad
- Recreational travel abroad

In this first section please circle the response to indicate the degree to which you agree/disagree with the following statements (circle one response per item):

	<i>Strongly</i> <u>Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<i>Strongly</i> <u>Agree</u>
3. A patient who continually arrives late for appointments without calling ahead is showing disrespect for the physician.	1	2	3	4	5
4. Job training should be provided to anyone on welfare.	1	2	3	4	5
5. Access to health care is not a privilege but a right, regardless of one's social or political status.	1	2	3	4	5
6. Despite differences by birth or economics, race, or gender, anyone can succeed in the US if they try hard enough.	1	2	3	4	5
7. Patient's cultural traditions impact strongly on their health needs.	1	2	3	4	5
8. As a physician, I would not feel obliged to learn another language if I knew that an interpreter would always be available.	1	2	3	4	5
9. The principle of creating government policies that correct for inequalities among racial groups is no longer necessary.	1	2	3	4	5
10. All patients, even drug-abusers and those seeking unwarranted disability, require their doctor's respect.	1	2	3	4	5
11. The only health care for which illegal immigrants should be eligible is immunizations, testing for communicable diseases, and emergency medicine.	1	2	3	4	5

12. I feel frustrated when I have difficulty understanding a foreigner's English pronunciation.	1	2	3	4	5
13. I want to work with under-served patient populations.	1	2	3	4	5
14. Patients who arrive late for appointments are probably not taking their health seriously.	1	2	3	4	5
15. When people immigrate to the US, it is reasonable to expect that they learn enough English to manage basic daily transactions on their own.	1	2	3	4	5

	<u>Strongly</u> <u>Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly</u> <u>Agree</u>
16. If a patient cannot speak English, it is his or her responsibility to ensure that an interpreter is available during the medical visit.	1	2	3	4	5
17. Coining, a Vietnamese remedy for migraines, where a hot coin is used to rub oils into the skin, often producing lesions and scars, is an example of a traditional medical practice that may be accepted when encountered by Western health practitioners.	1	2	3	4	5
18. When it comes to alleviating poverty in this country, personal responsibility is more important and more effective than governmental assistance programs.	1	2	3	4	5
19. I am more comfortable with patients from backgrounds similar to my own.	1	2	3	4	5
20. It is reasonable that non-emergency medical services be denied to illegal residents.	1	2	3	4	5
21. If I worked with a lot of patients in a community whose first language is not English, I would learn their language.	1	2	3	4	5
22. It is not easy to treat all people the same way.	1	2	3	4	5
23. I tend to feel uncomfortable with people whose cultural backgrounds differ from my own.	1	2	3	4	5
24. I would have difficulty being compassionate to a neglectful mother or “dead-beat dad.”	1	2	3	4	5
25. Bilingual education programs, which use English as well as pupils’ maternal language to teach daily coursework, should be offered in US public schools.	1	2	3	4	5
26. The chronic and sometimes severe health complications frequently associated with foreign traditional practices like clitoridectomy and infibulation (female circumcision) warrant their prohibition.	1	2	3	4	5

In this next section, please indicate whether you think each of the following statements is true or false:

	<u>FALSE</u>	<u>TRUE</u>
27. Within any recent 2 year period, at least 50 to 60 million Americans were medically uninsured.	1	2
28. Approximately sixty percent of children in Los Angeles are on welfare.		

- | | | | |
|-----|--|---|---|
| 27. | Within any recent 2 year period, at least 50 to 60 million Americans were medically uninsured. | 1 | 2 |
| 28. | Approximately sixty percent of children in Los Angeles are on welfare. | 1 | 2 |
| 29. | Access to quality health care is available to approximately 75% of the US population. | | |

In this final section, please answer each question by circling one of the provided answers for each question:

30. How well can you describe the minority populations in Worcester?
Not at all (0) Minimally (1) Fairly Well (2) Very Well (3)
31. How familiar are you with the prevailing cultural beliefs of at least one of the major minority populations in Worcester? (Exclude your own group if you are a minority.)
Not at all (0) Minimally (1) Fairly Well (2) Very Familiar (3)
32. How well do you know the prevailing health beliefs and practices of at least one of the major minority populations in Worcester? (Exclude your own group if you are a minority.)
Not at all (0) Minimally (1) Fairly Well (2) Very Well (3)
33. How aware are you of how your own cultural background affects your attitudes toward other cultures?
Not at all (0) Minimally (1) Fairly Well (2) Very Aware (3)
34. How aware are you of the obstacles faced by minorities in seeking access to health care in Worcester? (Exclude your own group if you are a minority.)
Not at all (0) Minimally (1) Fairly Well (2) Very Aware (3)
35. How well are you able to assess a patient's cultural background and culturally-specific health beliefs and behaviors? (Exclude your own group if you are a minority.)
Not at all (0) Minimally (1) Fairly Well (2) Very Well (3)
36. How well can you incorporate culturally relevant information into a treatment plan for a patient?
Not at all (0) Minimally (1) Fairly Well (2) Very Well (3)
37. How well do you know the greeting protocols within the major minority communities in Worcester? (Exclude your own group if you are a minority.)
Not at all (0) Minimally (1) Fairly Well (2) Very Well (3)
38. How well do you know the cultural-specific perspectives of mental health/illness as viewed by any of the major minority groups in Worcester? (Exclude your own group if you are a minority.)

- | | Not at all (0) | Minimally (1) | Fairly Well (2) | Very Well (3) |
|-----|---|---------------|-----------------|----------------|
| 39. | How well do you understand the conceptual distinction between the terms “immigrant” and “refugee?” | | | |
| | Not at all (0) | Minimally (1) | Fairly Well (2) | Very Well (3) |
| 40. | How well do you know what languages are used by the populations in Worcester? | | | |
| | Not at all (0) | Minimally (1) | Fairly Well (2) | Very Well (3) |
| 41. | How well are you able to describe the common health needs of people of at least one of the minority populations in Worcester? (Exclude your own group if you are a minority.) | | | |
| | Not at all (0) | Minimally (1) | Fairly Well (2) | Very Well (3) |
| 42. | How aware are you of how your own cultural background has affected your attitudes and beliefs about cultures other than your own? | | | |
| | Not at all (0) | Minimally (1) | Fairly Well (2) | Very Aware (3) |
| 43. | How often do you attend cultural or racial group holidays or functions within minority communities? (Exclude your own group if you are a minority.) | | | |
| | Never (0) | Seldom (1) | Sometimes (2) | Often (3) |
| 44. | How much do you interact socially on an individual basis with minorities within your community? (Exclude your own group if you are a minority.) | | | |
| | Never (0) | Seldom (1) | Sometimes (2) | Often (3) |
| 45. | How often do you interact socially on a group basis with minorities within your community? (Exclude your own group if you are a minority.) | | | |
| | Never (0) | Seldom (1) | Sometimes (2) | Often (3) |
| 46. | How often do you attend community forums or neighborhood meetings within minority communities? (Exclude your own group if you are a minority.) | | | |
| | Never (0) | Seldom (1) | Sometimes (2) | Often (3) |
| 47. | How often do you patronize businesses owned by minorities in your community? (Exclude your own group if you are a minority.) | | | |

Never (0) Seldom (1) Sometimes (2) Often (3))

48. How much do you pursue recreational or leisure activities within minority communities? (Exclude your own group if you are a minority.)

Never (0) Seldom (1) Sometimes (2) Often (3)

49. How often do you feel unsafe within minority communities? (Exclude your own group if you are a minority.)

Never (0) Seldom (1) Sometimes (2) Often (3)

50. How often do you attend community or culturally-based advocacy group meetings within minority communities? (Exclude your own group if you are a minority.)

Never (0) Seldom (1) Sometimes (2) Often (3)

SURVEY J: University of Massachusetts Open-Ended Questions

University of Massachusetts

1. How comfortable are you caring for patients who speak a prevalent language other than English;
 - Has medical school affected your comfort level?
2. Based on your interaction with 1st visit patients what role, if any, do the patient's culturally related health beliefs have in the care you provide?
 - What if they are foreign born?
3. Has your medical school training influenced the type of population you wish to serve?
 - Your career choice; the type of location in which you wish to work?
 - What were some of the most important curriculum influences?
4. Where do you see yourself and your eventual practice in terms of an advocacy continuum of individual patient vs. population health?
 - What parts of the UMMS curriculum have been important influences on your thinking?
5. Do you see volunteering and civic engagement as part of your role as a physician;
 - How about providing free care?

SURVEY K: Rosalind Franklin School of Medicine
MCUR607 Course Evaluation

Student Name: _____

Global Health Elective Location: City _____ Country _____

How would you rate your overall experience during your Global Health Elective?

Poor	Fair	Good	Excellent
1	2	3	4

Please rate your agreement with the following statements. As a result of my Global Health Elective:

I learned new knowledge about the health care system, clinical practices and cultural practices in the country of my Global Health Elective.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
--------------------------	-----------------	----------------	--------------	-----------------------

I developed knowledge which enhances my ability to provide competent and compassionate care in international settings and in the multicultural society of the United States.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
--------------------------	-----------------	----------------	--------------	-----------------------

I developed skills which enhance my ability to provide competent and compassionate care in international settings and in the multicultural society of the United States.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
--------------------------	-----------------	----------------	--------------	-----------------------

I developed attitudes which enhance my ability to provide competent and compassionate care in international settings and in the multicultural society of the United States.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
--------------------------	-----------------	----------------	--------------	-----------------------

I participated in activities that directly impacted medical services provided to underserved communities beyond the borders of the United States.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
--------------------------	-----------------	----------------	--------------	-----------------------

I refined personal goals in international health.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
--------------------------	-----------------	----------------	--------------	-----------------------

I refined professional goals in international health.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
--------------------------	-----------------	----------------	--------------	-----------------------

Please list the strengths of your Global Health Elective:

- 1.
- 2.
- 3.

Please list any weaknesses of your Global Health Elective:

- 1.
- 2.
- 3.

How would you rate your clinical experience on this elective?

Poor	Fair	Good	Excellent
1	2	3	4

If applicable, how would you rate your language immersion program on this elective?

Poor	Fair	Good	Excellent	N/A
1	2	3	4	5

Please list the top 3 things that you would like for students to know who are interested in going to this location for their MCUR607 Global Health Elective experience.

- 1.
- 2.
- 3.

How well did IHIG course requirements reflect the goals and objectives of the course?

Poor	Fair	Good	Excellent
1	2	3	4

How well did IHIG provide access to clinical program resources to support planning of your Global Health Elective?

Poor	Fair	Good	Excellent
1	2	3	4

How adequate were IHIG reminders about course assignments?

Inadequate Appropriate Excessive

How do you prefer to submit IHIG assignments?

Site Application	Paper	Dropbox	No preference
Patient Log	Paper	Dropbox	No preference
Essay	Paper	Dropbox	No preference