

THE STATE OF GLOBAL HEALTH CURRICULA IN NEW YORK: A SURVEY

New York State Global Health Forum
December 14, 2010

By the Numbers



- **13** schools in NYS have a “Defined” Global Health Program
- **7** programs have at least one global health course open to the public
- **3** programs offer an public global health course online

II. SPEAKING A COMMON LANGUAGE



Certificate, Concentration, Track.... What does this mean?

Certificate = Coursework

a document attesting to the fact that a person has completed an educational course, issued either by an institution not authorized to grant diplomas, or to a student not qualifying for a diploma¹

Concentration = Coursework + Experiential Learning

the focusing of a student's academic program on advanced study in a specific subject or field.

Track = Coursework + Experiential Learning + Scholarly Component

a study program or level of curriculum to which a student is assigned on the basis of aptitude or need; academic course or path

Certificate (4)	Concentration (4)	Track (6)	Experiential Learning (16)
NYMC-Med (Certificate)*	Einstein-Med (Prep Course)	Einstein-PH (Institute)	Albany-Med
NYMC- PH (Certificate)*	Mount Sinai-Med (Track)	Mailman-PH (Track)	Albany-Med-Siena
SUNY Albany-PH (Certificate)*	Stony Brook-Med (Concentration)	Mount Sinai-PH (Track)	Buffalo- Med
WCMC- Global EM	WCMC (Curriculum)	NYCOM (Certificate)	Buffalo- Dent
		NYU-Masters (MPH)	Buffalo- PH **
		Stony Brook-PH (Track)	Columbia-Med
			Columbia-Dent
			Columbia-Nursing** ¥
			CUNY Hunter- Nursing
			NYU Dent
			NYU Nursing
			Sophie Davis
			Stony Brook- Dent
			Stony Brook- Nursing ¥
			SUNY- Downstate-PH **
			SUNY- Downstate- Med

* AE options are available, but not required for the program

** Elective coursework and AE offerings; no formal designation

¥ Embedded Course and AE offerings; no formal designation

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SUNY Albany-PH (Certificate)*	Stony-Med (Concentration)	Mount Sinai-PH (Track)	Buffalo-Med
WCMC- Global EM (Course)	WCMC (Curriculum)	NYCOM (Cert)	Buffalo-PH **
		NYU-Masters (MPH)	Buffalo-Dent
		Stony-PH (Track)	Columbia-Med
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			Stony Brook- Dent
			Stony Brook- Nursing
			SUNY- Downstate-PH **
			SUNY- Downstate-Med

Medical
 Public Health
 Dental
 Nursing

* Applied Experience options are available, but not required for the program

** Elective coursework and Applied Experience offerings, no formal designation at present

Certificate	Concentration	Track
<p><u>NYMC-Med (Certificate)*</u> Courses: 4 courses (~90hrs)</p>	<p><u>Einstein-Med (Preparation)</u> Courses: 1 course (5weeks; 144hrs) Attendance, projects in host site Experiential: Field Uganda, Required</p>	<p><u>Einstein-PH (Institute)</u> Seminars: 17 required (3 wks, 48 hours total) Experiential: Globalization Wkshop, India (3 wks) Scholarly Comp: Research Study (Grad Students), Report (Undergraduate Students)</p>
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<p><u>SUNY Albany - PH (Certificate)*</u> Courses: 5 courses (15 credits)</p>	<p><u>Stony Brook-Med (Concentration)</u> Courses: 2 required (27 hrs) Attendance, presentation, paper Experiential: Field Experience (8 wks minimum)</p>	<p><u>Mount Sinai-PH (Track)</u> Courses: 6 R Core, 4 R Elective (12 wks each) Experiential: GH Practicum (100 hours+) Scholarly Comp: Masters Thesis</p>
<p><u>WCMC Global EM (Certificate)*</u> Courses: 1 course (2 wks)</p>	<p><u>WCMC (Curriculum)</u> Courses: 3 courses (73hrs) Seminars: 2 (16 hrs) Attendance Experiential Preceptorship: 28 hrs AEs: 2 full-time experiences (6-8 weeks)</p>	<p><u>NYCOM (Certificate)</u> Courses: 3 required (3 wks, 40 hours total) Experiential: Simulation (1 hr) GH Practicum (4 wks), Scholarly Comp: Report (8-10 pgs)</p>
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Student Representation in the Defined Programs

Certificate	Concentration	Track
<p><u>NYMC-Med (Certificate)*</u></p> <ul style="list-style-type: none"> Primarily open any MD or MPH students, open to any other health professional students 	<p><u>Einstein-Med (Preparation)</u></p> <ul style="list-style-type: none"> Einstein MD students Einstein residents 	<p><u>Einstein-PH (Institute)</u></p> <ul style="list-style-type: none"> Open to any graduate or undergraduate student
<p><u>NYMC- PH (Certificate)*</u></p> <ul style="list-style-type: none"> Primarily open any MD or MPH students, open to any other health professional students 	<p><u>Mount Sinai-Med (Track)</u></p> <ul style="list-style-type: none"> Mount Sinai MD students 	<p><u>Mailman (Track)</u></p> <ul style="list-style-type: none"> Mailman PH graduate students
<p><u>SUNY Albany-PH (Certificate)*</u></p> <ul style="list-style-type: none"> SUNY Albany PH Graduate students 	<p><u>Stony Brook-Med (Concentration)</u></p> <ul style="list-style-type: none"> Primarily Stony Brook MD & MPH students, open to any Stony Brook students 	<p><u>Mount Sinai-PH (Track)</u></p> <ul style="list-style-type: none"> Mount Sinai PH graduate students, open to Mount Sinai MD students during year off
<p><u>WCMC Global EM</u></p> <ul style="list-style-type: none"> Open to any resident and health professionals (MD, DO, MPH, PA, RN, DDS, etc.) 	<p><u>WCMC (Curriculum)</u></p> <ul style="list-style-type: none"> MD students 	<p><u>NYCOM (Certificate)</u></p> <ul style="list-style-type: none"> Primarily NYCOM DO students & residents, undergraduates, MD, MPH, PA, RN, DDS, etc.)
<p><u>Color Key</u></p> <ul style="list-style-type: none"> Medical Public Health Dental Nursing Undergraduate student Residents 		<p><u>NYU-Masters (MPH)</u></p> <ul style="list-style-type: none"> NYU MPH students, open to other NYU students during year off
		<p><u>Stony Brook-PH (Track)</u></p> <ul style="list-style-type: none"> Stony Brook PH graduate students Stony Brook MD

III. STRATIFICATION OF GLOBAL HEALTH KNOWLEDGE



GH Knowledge Stratification



All Health Professional Students

Defined GH Programs

Medical

Dental

Public
Health

Nursing

What are Embedded Lectures and Courses?



Embedded = global health courses or lectures strategically placed *in courses taken by all health professional students* in order to increase awareness and knowledge on global health topics.

Students, in this case, may or may not be interested in global health.

Schools offering Embedded Lectures or Courses

Certificate (4)	Concentration (4)	Track (6)	Experiential Learning (17)
NYMC-Med	Einstein-Med	Einstein-PH	Albany-Med
NYMC- PH	Mount Sinai-Med	Mailman-PH	Albany-Med-Siena
SUNY Albany-PH	Stony Brook-Med	Mount Sinai-PH	Buffalo- Med
WCMC- Global EM	WCMC	NYCOM	Buffalo- Dental
		NYU-Masters	Buffalo- PH
		Stony Brook-PH	Columbia-Med
			Columbia-Dent
			Columbia-Nursing
			CUNY Hunter- Nursing
			NYU Dental
			NYU Nursing
			Sophie Davis
			Stony Brook- Dental
			Stony Brook- Nursing
			SUNY- Downstate-PH
			SUNY- Downstate- Med

7 Medical
 1 Public Health
 1 Dental
 2 Nursing

Embedded Lecture or Course Topics

Topic	Schools
Cultural Sensitivity	4 (3Med; 1Dent)
Epidemiology	3 (2Med)
Field Research Methods	2 (1Med)
Globalization	1 (1Med)
Health Disparities	2 (2Med)
Intro to GH	2 (1Med*)
Language	1 (1Dent)
Maternal-Knowledge	2 (1Med; 1Nurs)
Maternal/ OB- Skills	1 (1Med)
Nutrition	1 (1Med)
Payers and Players	2 (1Med;)
Pediatrics- Knowledge	2 (1Med; 1Nurs)
Pediatrics- Skills	1 (1Med)
Surveillance	1 (1Med)
Tropical Medicine	5 (5Med)

GHEC Core Competencies

1. **Global Burden of Disease**
2. **Health Implications of Migration and Displacement**
3. **Social & Environmental Determinants of Health**
4. **Globalization of Health and Health Care**
5. **Healthcare in low-resource settings**
6. **Health as a Human Right & Development Resources**
7. Preparation for Global Health Work
8. Research in Resource-Poor Setting
9. Public Health Programming
10. Advocacy & Empowerment
11. Behavior Change

School		NYCOM
Type of Course		Embedded DO Coursework
Competency	Content	
Global Burden of Disease		X
	Knowledge of the major causes of morbidity and mortality around the world, and how the risk of disease varies with region	X
	Disparities (by race gender urban/rural etc)	X
	Morbidity and mortality measures	X
	life expectancy, QALY, DALY	
	Morbidity and mortality categories	X
	Communicable dis; maternal and perinatal; nutritional; non-communicable; injuries	
	Leading causes of mortality worldwide broad categories)	X
	Leading causes of childhood mortality in low-income regions	X
	Adv/ Disadv of common metrics used to monitor, evaluate and priority set	
	How calc life expectancy (imp of childhood mortality); ID countries w/ high/low life expectancies	
	QALY vs DALY; difference of	
	Leading causes in high, middle and low income regions based on major WHO categories	X
	Communicable diseases, maternal and perinatal conditions and nutritional deficiencies (50% low; 10% high)	X
	Injuries- greater in males and middle/ low	X
	explain graphs	
	Death percentages based on age	
	Leading causes of childhood mortality worldwide; focus on Africa	X
	Familiar with major PH efforts to reduce disparities in GH (MDG, Global Fund, etc)	
	Role of WHO	
	MDGs- priority identification	
	MDGs- explain each goals relation to health outcome	
	ID a major WHO activity (e.g., essential medicines, roll back malaria)	
	Be able to discuss knowledgeably priority setting, HC rationing and funding for health and health-related research	
	Underserved in the US	X
	Priority setting, rationing and funding for health	
	ID major sources of health research funding	
	Familiarity with how funding is determined	
	NIH, Bill and Melinda Gates, Canadian Institutes for Health Research	

Medical Schools with Defined GH Programs

	<i>WCMC</i>	<i>Mount Sinai</i>	<i>NYCOM</i>	<i>NYMC</i>	<i>Stony Brook</i>	<i>Einstein</i>	
Global Burden of Disease			NYCOM	NYMC			EMBED
	WCMC	Mount Sinai	NYCOM	NYMC	Stony Brook	Einstein	ELECTIVE
Health Implications of Migration and Displacement			NYCOM				CUR -DEF
	WCMC		NYCOM	NYMC	Stony Brook	Einstein	FIELD
Healthcare in low-resource settings			NYCOM				EMBED
	WCMC	Mount Sinai	NYCOM	NYMC	Stony Brook	Einstein	ELECTIVE
Globalization of Health and Health Care				NYMC			CUR -DEF
	WCMC			NYMC		Einstein	FIELD
Health as a Human Right & Development Resources				NYMC		Einstein	EMBED
	WCMC			NYMC		Einstein	ELECTIVE
Preparation for Global Health Work			NYCOM				CUR -DEF
	WCMC	Mount Sinai	NYCOM		Stony Brook	Einstein	FIELD
Research in Resource-Poor Setting	WCMC	Mount Sinai	NYCOM	NYMC	Stony Brook	Einstein	EMBED
	WCMC	Mount Sinai	NYCOM			Einstein	ELECTIVE
Public Health Programming				NYMC			CUR -DEF
	WCMC	Mount Sinai	NYCOM	NYMC	Stony Brook	Einstein	FIELD
Advocacy/Empowerment				NYMC			EMBED
	WCMC			NYMC		Einstein	ELECTIVE
Behavior Change				NYMC			CUR -DEF
	WCMC			NYMC		Einstein	FIELD

Medical Schools with no defined GH programs

	<i>Albany</i>	<i>Buffalo</i>	<i>NYU</i>	
Global Burden of Disease				EMBED FIELD
Health Implications of Migration and Displacement	Albany	Buffalo	NYU	EMBED FIELD
Social & Environmental Determinants of Health	Albany	Buffalo	NYU	EMBED FIELD
Globalization of Health and Health Care	Albany	Buffalo	NYU	EMBED FIELD
Healthcare in low-resource settings				EMBED FIELD
Health as a Human Right & Development Resources				EMBED FIELD
Preparation for Global Health Work	Albany	Buffalo	NYU	EMBED FIELD
Research in Resource-Poor Setting				EMBED FIELD
Public Health Programming	Albany	Buffalo		EMBED FIELD
Advocacy & Empowerment				EMBED FIELD
Behavior Change				EMBED FIELD

Dental Schools with no defined GH Programs

	<i>Buffalo</i>	<i>Columbia</i>	<i>NYU</i>	<i>Stony Brook</i>	
Global Burden of Disease					EMBED
	Buffalo	Columbia	NYU	Stony Brook	FIELD
Health Implications of Migration and Displacement		Columbia			EMBED
	Buffalo	Columbia	NYU	Stony Brook	FIELD
Social & Environmental Determinants of Health					EMBED
	Buffalo	Columbia	NYU	Stony Brook	FIELD
Globalization of Health and Health Care					EMBED
	Buffalo	Columbia	NYU	Stony Brook	FIELD
Healthcare in low-resource settings					EMBED
	Buffalo	Columbia	NYU	Stony Brook	FIELD
Health as a Human Right & Development Resources					EMBED
					FIELD
Preparation for Global Health Work					EMBED
			NYU	Stony Brook	FIELD
Research in Resource-Poor Setting					EMBED
					FIELD
Public Health Programming					EMBED
	Buffalo	Columbia	NYU	Stony Brook	FIELD
Advocacy & Empowerment					EMBED
					FIELD
Behavior Change					EMBED
	Buffalo	Columbia	NYU	Stony Brook	FIELD

Nursing Schools with no defined GH Programs

	<i>Columbia</i>	<i>NYU</i>	<i>Stony Brook</i>	
Global Burden of Disease	Columbia			ELECTIVE
			Stony Brook	EMBED
	Columbia	NYU	Stony Brook	FIELD
Health Implications of Migration and Displacement				ELECTIVE
	Columbia	NYU	Stony Brook	EMBED FIELD
Social & Environmental Determinants of Health				ELECTIVE
	Columbia			EMBED FIELD
Globalization of Health and Health Care	Columbia			ELECTIVE
				EMBED FIELD
Healthcare in low-resource settings				ELECTIVE
	Columbia			EMBED FIELD
Health as a Human Right & Development Resources	Columbia			ELECTIVE
				EMBED FIELD
Preparation for Global Health Work				ELECTIVE
				EMBED FIELD
Research in Resource-Poor Setting	Columbia			ELECTIVE
			Stony Brook	EMBED FIELD
Public Health Programming				ELECTIVE
	Columbia	NYU	Stony Brook	EMBED FIELD
Advocacy & Empowerment				ELECTIVE
			Stony Brook	EMBED FIELD
Behavior Change				ELECTIVE
				EMBED FIELD

What about the Schools with Elective Courses and Field Experiences?

For example: Columbia University, School of Nursing

- ▣ N 5102: Science of Nursing Practice
- ▣ N 5110: Issues in Nursing Practice
- ▣ **N 9581 Health Care of Vulnerable Populations**
- ▣ N 6510: Human Behavior Across the Life Span
- ▣ **N 6511: Behavioral Development in at Risk and Vulnerable Populations**
- ▣ **N 6690, 6693, 6695: HIV/AIDS Overview, Management and Clinical**
- ▣ **N 9672: Epidemiology and Environmental Health**
- ▣ N 6920: Health and Social Policy
- ▣ N 9205: Analysis and Evaluation of Health Policy

More Embedded Courses

In addition: Stony Brook University, School of Nursing

Global Health and Social Justice (45 hrs) - All Doctorate of Nursing Practice (DNP) students

The purpose of this course is to prepare student with the ability to examine complex global health issues. This course will provide the student with an interdisciplinary perspective of global health. Contemporary issues, problems and controversies that effect social, economic, political and environmental perspectives will be emphasized. A social justice and human rights framework will be used to examine global health disparities.

- ▣ Intro to GH
- ▣ Limitations of Vital Statistics
- ▣ Treaties and Declarations
- ▣ GH and Social Justice
- ▣ Demographic Transition Theory
- ▣ Setting the Stage for the WHO
- ▣ MDG
- ▣ Terrorism and Health Care
- ▣ Health and International Law
- ▣ Commerce, Envi, World Debt, Security, War, Reproductive Rights

GH Knowledge Stratification



All Health Professional Students

Defined GH Programs

Medical

Dental

Public
Health

Nursing

School		Weill Cornell	New York Medical College
Type of Course		Defined GH Program	Defined GH Program
Competency	Content		
Healthcare in low-resource settings			
	Articulate barriers to health and healthcare in low-resource settings locally and internationally	X	X
	Barriers to retention of competent human resources in underserved areas	X	X
	Essential medicines list and its role is assuring access to standardized, effective treatments		
	Understand role of traditional healers and how they have or have not been successfully integrated into health care teams		
	Describe successful community health worker model for providing care		
	Describe affect of distance and inadequate infrastructure on delivery of health care (i.e. Travel costs, poor roads, lack of mailing address or phone system, lack of medicines)	X	
	Identify barriers to evidence-based medicine including appropriate prevention and treatment programs (i.e. Lack of health insurance, costs of medicines and treatments, advanced presentation of disease, etc)	X	
	Demonstrate an understanding of cultural and ethical issues in working w/ disadvantaged populations	X	X
	Demonstrate an understanding of cultural and ethical issues in working w/ disadvantaged populations	X	X
	Impact of short-term international medical trips (humanitarian missions, medical missions, etc.) on the local community and health system	X	
	Ethical issues involved in allowing trainees to practice or assist in settings where they may be perceived and treated as physicians, even by local healthcare providers	X	
	Describe how an aid or research organization's goals, ideologies and policies may affect local health care services		
	Assess the health care and public health needs of communities and make evidence-based decisions about resource allocation and the delivery of health services	X	X
	Design health outreach and clinical interventions by taking into consideration local socio-economic, political, health disparities		X
	Demonstrate ability to Adapt clin skills and practice in resource limited areas	X	
	ID signs and symptoms for major diseases with limited resources	X	
	Syndromic management and clinical algorithms for treating common illnesses		
	ID clinical interventions and strategies with proven positive outcomes in low-resource settings (individual or population)	X	
	Access and apply evidence based medicine in low-resource settings	X	
	Identify cost-effective uses of resources based on international evidence and needs of the patient population (i.e. screening, prevention programs)		
	Access available algorithms, guidelines and desktop guides for common symptoms and diseases such as acute lower respiratory infection, fever and diarrhea and articulate limitations of clinical algorithms for specific patients		
	Demonstrate the appropriate selection, interpretation, and performance of diagnostic procedures within the context of low-resource settings	X	
	Develop culturally relevant, effective medical education program for the local community		

Medical Schools with Defined GH Programs

	<i>WCMC</i>	<i>Mount Sinai</i>	<i>NYCOM</i>	<i>NYMC</i>	<i>Stony Brook</i>	<i>Einstein</i>	
Global Burden of Disease			NYCOM	NYMC			EMBED
	WCMC	Mount Sinai	NYCOM	NYMC	Stony Brook	Einstein	ELECTIVE CUR -DEF FIELD
Health Implications of Migration and Displacement			NYCOM				EMBED
	WCMC		NYCOM	NYMC	Stony Brook	Einstein	ELECTIVE CUR -DEF FIELD
Social & Environmental Determinants of Health			NYCOM				EMBED
	WCMC	Mount Sinai	NYCOM	NYMC	Stony Brook	Einstein	ELECTIVE CUR -DEF FIELD
Globalization of Health and Health Care				NYMC			EMBED
	WCMC			NYMC		Einstein	ELECTIVE CUR -DEF FIELD
Healthcare in low-resource settings							EMBED
	WCMC					Einstein	ELECTIVE CUR -DEF FIELD
Health as a Human Right & Development Resources							EMBED
	WCMC			NYMC		Einstein	ELECTIVE CUR -DEF FIELD
Preparation for Global Health Work			NYCOM				EMBED
	WCMC	Mount Sinai	NYCOM		Stony Brook	Einstein	ELECTIVE CUR -DEF FIELD
Research in Resource-Poor Setting	WCMC	Mount Sinai	NYCOM	NYMC	Stony Brook	Einstein	EMBED
	WCMC	Mount Sinai	NYCOM			Einstein	ELECTIVE CUR -DEF FIELD
Public Health Programming							EMBED
	WCMC	Mount Sinai		NYMC		Einstein	ELECTIVE CUR -DEF FIELD
Advocacy/Empowerment							EMBED
	WCMC			NYMC		Einstein	ELECTIVE CUR -DEF FIELD
Behavior Change							EMBED
	WCMC			NYMC		Einstein	ELECTIVE CUR -DEF FIELD

School		Weill Cornell	New York Medical College
Type of Course		Defined GH Program	Defined GH Program
Competency	Content		
Healthcare in low-resource settings			
	Articulate barriers to health and healthcare in low-resource settings locally and internationally	X	X
	Barriers to retention of competent human resources in underserved areas	X	X
	Essential medicines list and its role is assuring access to standardized, effective treatments		
	Understand role of traditional healers and how they have or have not been successfully integrated into health care teams		
	Describe successful community health worker model for providing care		
	Describe affect of distance and inadequate infrastructure on delivery of health care (i.e. Travel costs, poor roads, lack of mailing address or phone system, lack of medicines)	X	
	Identify barriers to evidence-based medicine including appropriate prevention and treatment programs (i.e. Lack of health insurance, costs of medicines and treatments, advanced presentation of disease, etc)	X	
	Demonstrate an understanding of cultural and ethical issues in working w/ disadvantaged populations	X	X
	Demonstrate an understanding of cultural and ethical issues in working w/ disadvantaged populations	X	X
	Impact of short-term international medical trips (humanitarian missions, medical missions, etc.) on the local community and health system	X	
	Ethical issues involved in allowing trainees to practice or assist in settings where they may be perceived and treated as physicians, even by local healthcare providers	X	
	Describe how an aid or research organization's goals, ideologies and policies may affect local health care services		
	Assess the health care and public health needs of communities and make evidence-based decisions about resource allocation and the delivery of health services	X	X
	Design health outreach and clinical interventions by taking into consideration local socio-economic, political, health disparities		X
	Demonstrate ability to Adapt clin skills and practice in resource limited areas	X	
	ID signs and symptoms for major diseases with limited resources	X	
	Syndromic management and clinical algorithms for treating common illnesses		
	ID clinical interventions and strategies with proven positive outcomes in low-resource settings (individual or population)	X	
	Access and apply evidence based medicine in low-resource settings	X	
	Identify cost-effective uses of resources based on international evidence and needs of the patient population (i.e. screening, prevention programs)		
	Access available algorithms, guidelines and desktop guides for common symptoms and diseases such as acute lower respiratory infection, fever and diarrhea and articulate limitations of clinical algorithms for specific patients		
	Demonstrate the appropriate selection, interpretation, and performance of diagnostic procedures within the context of low-resource settings	X	
	Develop culturally relevant, effective medical education program for the local community		

Conclusions



- **Disjunction in the current language used to define our programs**
- **Disjunction in the current embedded and defined core competencies among schools in NYS**
- **Increased opportunity for students to gain access to Global Health education due to open registration & online courses among our peer institutions in NYS**
- **It would be valuable to standardized baseline Global Health knowledge among our institutions**
- **Revisit Global Health core competencies, keeping in mind:**
 - The need to clarify certain competencies, such as Epidemiology and Cultural Competency
 - Skills-based perspective
 - Discipline-specific perspective

Reflections and Key Questions

- **Should we categorize our programs?**
- **If so, how should we categorize our programs?**
 - Are we in agreement with the categorical designations in this presentation?
 - How do we define “scholarly component”?
 - Who would create those standards/ common language?
 - Should there be a advisory committee to ensure standards are maintained? (i.e. – the LCME for medical schools?)
- **What key GH competencies would we want every graduate from a NYS health professional school to have?**
- **What lectures and courses count as “embedded”?**
 - Technical malaria courses embedded in hematology or microbiology courses? Cultural sensitivity courses? Epidemiology?
- **Are there political hurdles at our University that may hinder the name change of our programs?**