Washington University in St. Louis
INSTITUTE FOR PUBLIC HEALTH

2020
Summer Research Program
Public and Global Health Abbreviated Track
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The Institute for Public Health Summer Research Program Handbook was adapted from the Advanced Summer Program for Investigation and Research Education (ASPIRE) Handbook developed by the Clinical Research Training Center and from the Student Handbook for Global Engagement, University of Michigan Center for Global Health (2012).

The program is supported by the Institute for Public Health; Global Health Center; the Departments of Medicine, Molecular Microbiology, and Pediatrics in Washington University’s School of Medicine; Children’s Discovery Institute of Washington University and St. Louis Children's Hospital; Stephanie and Chris Doerr, Janice and Mark Gold, and Genevieve and Carroll Ockert.

Finally, we would like to recognize the following people for their tremendous help with the program: Ugbaad Ali, Victoria Anwuri, Victor Davila, Kim Furlow, Ericka Hayes, Emily Hickner, Anna Mazzuca, Jeanie Bryant, William Powderly and Jacaranda van Rheenen.
# ORIENTATION SCHEDULE

**Zoom link**

**Monday, June 29, 2020**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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| 10:00 – 10:10 am| Welcome  
*Ericka Hayes, MD*, Associate Professor, Department of Pediatrics, Division of Infectious Diseases; Medical Director, Pediatric and Adolescent HIV Program; and Associate Medical Director, Infection Prevention  
*Victoria Anwuri, MPH*, Associate Director, Institute for Public Health  
*Jacaranda van Rheenen, PhD*, Manager, Global Health Center  
*Kim Furlow*, Communications Manager, Institute for Public Health |
| 10:10 – 10:25 am| Institute for Public Health Center/Initiative Overview  
*Hilary Broughton, MSW*, Manager, Center for Community Health Partnership and Research (Institute of Clinical and Translational Sciences)  
*Poli Rijos, MSW, LCSW*, Manager, Center for Community Health Partnership and Research (Institute for Public Health)  
*Kateri Chapman-Kramer, MSW, LCSW*, Project Coordinator, Life Outside of Violence (LOV)  
*Natalie Galucia, MSW*, Manager, Friedman Center for Aging  
*Leah Kemper, MPH*, Manager, Center for Health Economics and Policy  
*Proscovia Nabunya, MSW, PhD*, Research Assistant Professor, Brown School; Co-Director, International Center for Child Health and Development; and Assistant Director, Africa Initiative  
*Anne Trolard, MPH*, Manager, Public Health Data and Training Center |
| 10:25 – 10:55 am| 2020 Student Introductions  
Madison Calvert, Gabrielle Forman, Samantha Grounds, Lauren Jennings, Raveena Mata, John McGinley, Farhana Nabi, Maya Terry, Emmanuel Tetteh, Laasya Vallabhaneni |
| 10:55 – 11:00 am| Break |
| 11:00 – 11:45 am| How Racism undermines Public Health  
*William G. Powderly, MD*, J. William Campbell Professor of Medicine; Larry J. Shapiro Director, Institute for Public Health; Director, Institute of Clinical and Translational Sciences; and Co-Director, Division of Infectious Diseases |
| 11:45 – 12:25 pm| Meet the Alumni  
*Mercedes Klashman, BA*, Aquatic Toxicologist for the City of San Jose; Lab Manager at University of California, Santa Cruz; MD Candidate, University of California, San Francisco; and MPH Candidate at University of California, Berkeley  
*Nneka Molokwu, MPH*, MD Candidate, Emory University  
*Rajadhar Reddy, BS*, MD Candidate, Baylor College of Medicine  
*Laura Whitehill, MA*, MD Candidate, University College Dublin, Ireland  
*Tiffany Xie, BA, BS*, Fulbright Fellowship and MD Candidate, University of Chicago |
| 12:25 – 12:30 pm| Wrap Up and Q&A |
**Program Schedule**
June 30 – July 24, 2020

**To join the Zoom sessions, click on the title of the session**

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<th>Topic</th>
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<tr>
<td>Tuesday, June 30</td>
<td>11:00 am – 12:15 pm</td>
<td><em>Do's and Don'ts of Working in Local and Global Communities</em></td>
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<td><strong>Ericka Hayes, MD</strong>, Associate Professor, Department of Pediatrics,</td>
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<td>Division of Infectious Diseases; Medical Director, Pediatric and</td>
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<td>Adolescent HIV Program; Associate Medical Director, Infection</td>
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<td>Prevention</td>
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<td><strong>George Kyei, MBChB, PhD</strong>, Assistant Professor, Department of</td>
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<td>Medicine, Division of Infectious Diseases</td>
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<td><strong>Sonia Deal, RN, LNHA</strong>, Director of Practice Transformation, Affinia</td>
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<td>Healthcare</td>
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<td><strong>Krista Milich, PhD</strong>, Assistant Professor, Department of</td>
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<td>Anthropology</td>
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<td><strong>Tanya Brown, MSW</strong>, Vice President of Operations, Vivent Health</td>
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<td><strong>Moderators:</strong></td>
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<td><strong>Poli Rijos, MSW, LCSW</strong>, Manager, Center for Community Health</td>
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<td>Partnership and Research</td>
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<td><strong>Jacaranda van Rheenen, PhD</strong>, Manager, Global Health Center</td>
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<td>Wednesday, July 1</td>
<td>10:00 – 11:00 am</td>
<td><em>Skills Training Workshops</em></td>
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<td>11:15 am – 12:00 pm</td>
<td>1. Professional Communication</td>
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<td>2. How to Communicate Your Work</td>
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<td><strong>Steven Pijut, MA</strong>, Associate Director, The Writing Center</td>
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<td>Thursday, July 2</td>
<td>11:00 am – 12:00 pm</td>
<td><em>Developing Trust: Implications Across Different Cultures</em></td>
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<td><strong>Kurt Dirks, PhD</strong>, Vice Chancellor for International Affairs,</td>
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<td>Director of McDonnell International Scholars Academy and Bank of</td>
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<td>America Professor of Leadership</td>
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<td>Monday, July 6</td>
<td>10:00 – 11:00 am</td>
<td>*Take Your Pills and Use Paper Straws: The Deranged Discourses of</td>
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<td>Climate Health and Global Mental Chaos</td>
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<td><strong>Parul Bakhshi, PhD</strong>, Assistant Professor/Instructor, Program in</td>
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<td>Occupational Therapy and Brown School</td>
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<td><strong>Clement Bayetti, PhD</strong>, Adjunct Instructor, Brown School</td>
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<td>Tuesday, July 7</td>
<td>11:00 am – 12:00 pm</td>
<td><em>Basic and Clinical COVID-19 Research at Washington University</em></td>
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<td><strong>Vesicular Stomatitis Virus Vectored SARS-CoV-2 Vaccine</strong></td>
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<td><strong>Sean Whelan, PhD</strong>, Marvin A. Brennecke Distinguished Professor</td>
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<td>and Head of the Department of Molecular Microbiology</td>
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<td><strong>Biorepositories and Beyond: Clinical Research at WashU During the</strong></td>
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<td><strong>COVID-19 Pandemic</strong></td>
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<td><strong>Jane O'Halloran, MB BCH BAO (Hons), MRCPIMD</strong>, Assistant Professor,</td>
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<td>Department of Medicine, Division of Infectious Diseases</td>
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<td><strong>Human Convalescent Plasma as a COVID-19 Therapeutic</strong></td>
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<td><strong>Jeff Henderson, MD, PhD</strong>, Associate Professor, Department of</td>
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<td>Medicine, Division of Infectious Diseases</td>
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<td>Wednesday, July 8</td>
<td>10:30 am – 12:00 pm</td>
<td>Planning and Preparing for Careers in Public and Global Health</td>
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<td>Thursday, July 9</td>
<td>11:00 am – 12:00 pm</td>
<td>Understanding the Role of Urban Context on Physical Activity and Health in Latin America</td>
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<td>Friday, July 10</td>
<td>10:00 – 11:00 am</td>
<td>Building Bridges and Erasing the Margins: A Physician Advocate’s Path with Teens</td>
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<td>Monday, July 13</td>
<td>10:00 – 11:00 am</td>
<td>HIV Prevention: Advances and Disparities</td>
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<td>Tuesday, July 14</td>
<td>11:00 am – 12:00 pm</td>
<td>Global Cardiovascular Disease</td>
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<td>Wednesday, July 15</td>
<td>10:00 – 11:00 am</td>
<td>Careers in Pediatrics, Global &amp; Public Health</td>
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<td>Thursday, July 16</td>
<td>10:00 – 11:00 am</td>
<td>Aligning the Research: A Collaboration to Address Sexual Health in St. Louis</td>
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<td>Friday, July 17</td>
<td>11:00 am–12:00 pm</td>
<td>Sexual Violence Related to Armed Conflict and Forced Displacement</td>
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<td>Monday, July 20</td>
<td>10:00 – 11:00 am</td>
<td>Alumni Presentations - I</td>
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<td>Tuesday, July 21</td>
<td>11:00 am – 12:00 pm</td>
<td>Alumni Presentations - II</td>
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<td>Wednesday, July 22</td>
<td>10:00 – 11:00 am</td>
<td>Alumni Presentations - III</td>
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<td>Thursday, July 23</td>
<td>10:00 – 11:00 am</td>
<td>Interventions to Reduce the Burden of Antibiotic Resistance and Improve Antimicrobial Use in India and Other Resource-Limited Countries</td>
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### IPH Summer Research Program Handbook

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<tr>
<td>Friday, July 24</td>
<td>10:00 – 11:50 am</td>
<td><strong>IPH Summer Research Program Symposium</strong></td>
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<td><strong>Keynote</strong></td>
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<td><em>From Breath to Bark: Noninvasive Diagnosis of Pediatric Infections</em></td>
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<td><strong>Audrey Odom John, MD, PhD</strong></td>
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<td>Chief, Division of Pediatric Infectious Diseases, Children's Hospital of Philadelphia</td>
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<td><strong>Student Presentations</strong></td>
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<td>Madison Calvert, Gabrielle Forman, Samantha Grounds, Lauren Jennings, Raveena Mata, John McGinley, Farhana Nabi, Maya Terry, Emmanuel Tetteh, Laasya Vallabhaneni</td>
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WELCOME LETTERS

On behalf of the Institute for Public Health, Children’s Discovery Institute and the Department of Pediatrics at Washington University in St. Louis, we welcome you to the IPH Summer Research Program – Public and Global Health Abbreviated Track.

In conceiving this program, we wanted to provide experience and mentorship in public and global health research to individuals relatively early in their careers. And in turn, support the increasing number of researchers and participants in the field, both in the United States and abroad, to help in this critical area. Our goal is to provide all participants with a meaningful learning experience in public and global health but also in career planning and development to help you build peer and mentor relationships that will enrich your lives beyond this summer program. We look forward to your enthusiastic participation and feedback.

Thank you so much for joining us.

Sincerely,

William G. Powderly, MD
J. William Campbell Professor of Medicine
Larry J. Shapiro Director, Institute for Public Health
Director, Institute of Clinical and Translational Sciences
Co-Director, Division of Infectious Diseases
Washington University in St. Louis

Ericka V. Hayes, MD
Associate Professor, Department of Pediatrics, Division of Infectious Diseases
Medical Director, Pediatric and Adolescent HIV Program
Associate Medical Director, Infection Prevention
Washington University in Saint Louis and Saint Louis Children’s Hospital
PROGRAM PARTICIPANTS

Madison Calvert, SPRIGHT Scholar

I am a rising senior at Boston University, currently studying Human Physiology and Public Health. Upon finishing my degree, I plan on pursuing further education in public health and later attending medical school. I am passionate about promoting the well-being of women and children and advocating for health equity, with a specific interest in sexual and reproductive health. I am thrilled to have the opportunity to be a part of the IPH Abbreviated Summer Research Program and expand my knowledge and deepen my contributions in the field of global health.

Gabrielle Forman, SPRIGHT Scholar

I am a rising junior at Amherst College majoring in Political Science with a certificate in Culture, Health, and Science. I am interested in the intersection of health and social justice and taking a multi-faceted approach to address health inequities. I hope to pursue medicine in the future, perhaps specialized pediatrics. I am grateful and excited for the opportunity to learn from experts in the fields of public and global health through the IPH Summer Research Program!

Samantha Grounds, SPRIGHT Scholar

I am a Nutrition BSPH student in the Gillings School of Global Public Health at UNC-Chapel Hill pursuing minors in chemistry and medical anthropology. I am working towards a career in global health research, and my goal is to earn an MPH degree after completing my undergraduate degree. My research interests include nutrition, infectious diseases, and epidemiology. I am looking forward to participating in the adapted online IPH Summer Research Program and spending my summer learning more about public and global health and networking with others in the field.

Lauren Jennings, SPRIGHT Scholar

I am a rising senior at the University of Kansas studying molecular, cellular, and developmental biology, and originally from St. Louis. After graduation, I will pursue a medical degree and I am excited to combine the skills I learn this summer with my future education. I am thankful for the opportunity to join a team of bright researchers and am looking forward to getting to know my peers.

Raveena Mata, Colonel Carroll A. Ockert Award Scholar

I am a recent graduate from Wayne State University with a BS in Public Health, BA in Anthropology, and a minor in Global Health and Social Medicine. This fall, I will be starting my MA in medical anthropology and an internship in cross-cultural communication and advocacy at a supportive care oncology practice. Next year, I plan to attend medical school to pursue a career that combines my diverse interests in critical medical anthropology, patient-centered care, and global health disparities research. Currently, I work on mixed methods research capturing the mental health experiences of Syrian refugees in Metro Detroit. I am excited to participate in the IPH Summer Program this year and deepen my interests and skills in the field of global and public health!
John McGinley, SPRIGHT Scholar

I am an undergraduate student at Elon University in North Carolina. I am majoring in Public Health and Economics, and I hope to pursue graduate studies in public health in the future. This past year, I have been working with a migrant community in North Carolina to research access to mental health care. In addition to public health, I am also passionate about education equity, and I enjoy traveling and exploring new places and cultures. I am looking forward to learning more about global health and getting to know other students who share my interests during the Summer Research Program.

Farhana Nabi, UCD Scholar

I am a first-year graduate entry medical student from Brooklyn, New York studying at University College Dublin. Previously, I attended Harvard University where I concentrated in sociology with a secondary in economics. After completing my undergraduate degree, I went on to lead data and analytics functions in healthcare and consumer packaged goods where I helped manage global databases and trained international teams. My interests in public health stem from my background in sociology. I want to work with communities to create intersectional foundations that support the healthcare infrastructure and pursue better outcomes for individuals.

Maya Terry, Gold Family Summer Research Scholar

Originating from Queens, New York, I am a 2020 graduate of Washington University in St. Louis with a degree in Psychological and Brain Sciences. I intend on pursuing a career in public health research which is what drew me to this program. I have an interest in the social determinants of health and ending the stigma attached to mental illness.

Emmanuel Tetteh, Stephanie and Chris Doerr Summer Research Scholar

I am currently pursuing my master's degree in Public Health at Washington University in St. Louis. I am originally from Ghana and my background is in clinical medicine. My research interests are in dissemination and implementation science. I am very excited and optimistic that this summer research opportunity will familiarize me with the process of conducting clinical trials and sharpen my research skills. I am grateful to have this opportunity, and I am looking forward to a summer full of exciting challenges.

Laasya Vallabhaneni, SPRIGHT Scholar

I am a rising senior at the University of Arizona, majoring in Neuroscience and Cognitive Science with minors in Biochemistry and Public Policy. I am planning on pursuing medical school while entering a dual MPH program to learn about healthcare policy including global health. I am interested in cultural and ethnic considerations of health and well-being for underrepresented groups and diminishing health disparities in underserved populations. By also studying health policy with medicine, I aim to influence healthcare delivery, utilization and access. Ultimately, this complementary expertise will better serve the community.
PROGRAM MENTORS

**Jacco Boon, PhD**  
*Associate Professor, Department of Medicine, Division of Infectious Diseases*

Dr. Boon studies the interaction between the infected host and influenza virus, with the aim to identify viral or host proteins that can be inhibited by existing and future antiviral drugs. Development of these drugs will reduce influenza illness and associated morbidities and mortalities.

**Phillip J. Budge, MD, PhD**  
*Assistant Professor, Department of Medicine, Division of Infectious Diseases*

Dr. Budge is interested in the global elimination and control of lymphatic filariasis and other neglected tropical diseases. His current work focuses on development of diagnostic tools for the detection of parasitic infections in the context of global public health programs.

**Patricia Cavazos-Rehg, PhD**  
*Professor, Department of Psychiatry, School of Medicine*

As a clinician-scientist, Dr. Cavazos-Rehg has worked to disentangle the pathways of complex adolescent health risk problems. She focuses her research on examining the effects of state-level penalties and anti-tobacco/drug media campaigns on youth substance use behaviors and attitudes. In recent years, Dr. Cavazos-Rehg has led large-scale studies to delineate predictors of youth substance use involvement while accounting for today’s new media-saturated environment.

**Chet Hammill, MD, MCR, FACS**  
*Associate Professor of Surgery, School of Medicine*

Dr. Hammill’s research has focused on clinical outcomes in hepatobiliary and pancreas surgery for benign and malignant indications. He is currently interested in the establishment, implementation, and dissemination of clinical standards. In addition, Dr. Hammill is exploring crowd-sourced video review as a method for education and standardization of surgical technique.

**Alfred Kim, MD, PhD**  
*Assistant Professor, School of Medicine, Division of Rheumatology*

Dr. Kim’s work includes several active clinical and translational projects addressing the major unmet needs of patients with systemic lupus erythematosus (SLE). He hosts a diverse and enthusiastic cohort assembled through the Washington University Lupus Clinic, which holds an annual research symposium for patients and their caregivers that seeks their opinions about research data. Dr. Kim’s team also manages a Lupus Registry which includes data for disease activity assessment, laboratory values, socioeconomic factors, and a wide variety of patient-reported outcomes related to quality of life.
**Allison King, PhD, MD**  
Professor of Occupational Therapy, Medicine, Pediatrics, Surgery (Prevention and Control) and Education

Dr. King focuses on factors that impact a child’s opportunity to learn. From a biological standpoint, her lab studies how chronic diseases such as sickle cell disease or brain tumors alter cognition. In addition, she is interested in the environment’s influence on children’s development and participation. The goal of this work is to determine targets for intervention that will have the greatest impact on development and education.

**Jason Newland, MD, MEd**  
Professor of Pediatrics, Division of Infectious Diseases; Medical Director, Antimicrobial Stewardship Program, St. Louis Children’s Hospital

Dr. Newland focuses on the appropriate use of antimicrobials in all settings, including both human and animal health. His primary research focus has been in the dissemination and implementation of Antimicrobial Stewardship Programs for hospitalized children. He is the founder and leader of the Sharing Antimicrobial Reports for Pediatric Stewardship (SHARPS) national collaborative of over 50 children’s hospitals across the United States. Additionally, he is involved with implementing strategies to improve antibiotic use in the ambulatory setting. His advocacy work has been in promoting appropriate antibiotic use in the agriculture industry.

**Jennifer Philips, MD, PhD**  
Associate Professor of Medicine and Molecular Microbiology and Co-Director of the Division of Infectious Diseases

Dr. Philips’ lab focuses on how Mycobacterium tuberculosis (Mtb), one of the world’s most deadly infections, undermines host immune functions. Her laboratory is identifying and characterizing host-pathogen interactions that provide insight into how Mtb alters cellular trafficking, antigen presentation, and cytokine responses of macrophages and dendritic cells. The lab’s goal is to elucidate the mechanisms of immune invasion by Mtb. In doing so, their hope is to make fundamental observations that enable better therapeutics and vaccines for one of humankind’s greatest afflictions.

**Fred Ssewamala, PhD**  
William E. Gordon Distinguished Professor, Brown School

Dr. Ssewamala research informs, develops and tests family-based economic empowerment and social protection interventions aimed to improve life chances and long-term developmental impacts for children and adolescent youth, particularly those impacted by poverty and HIV/AIDS in sub-Saharan Africa.

**Alex Ramsey, PhD**  
Assistant Professor, Department of Psychiatry

Dr. Ramsey’s research aims to improve access to and quality of behavioral health services for those at risk of alcohol and substance use disorder. Specifically, he focuses on the use of technology (mHealth tools, electronic dashboards, computerized decision support systems) to facilitate the implementation and evaluation of evidence-based practices. Dr. Ramsey’s research also involves organizational behavior and its influence on implementing behavioral health innovations in community-based organizations.
Lindsay Stark, DrPH
Associate Professor, Brown School

Dr. Stark is a social epidemiologist whose primary focus is the intersection of global health, gender, and child and family welfare. Her work seeks to build the evidence base for effective policies and programs to protect women, children, and families in humanitarian and development contexts. She emphasizes the need to develop rigorous yet culturally sensitive measurement approaches in areas where there remains a dearth of knowledge. Her work has documented gender-based violence in conflict and post-conflict settings, child separation and institutionalization, and the psychosocial wellbeing of child soldiers and other conflict-affected populations. The methodological approaches developed through her work have been incorporated into global tools and best practice approaches for UNICEF, the World Health Organization and others.
Vineeth Amba, BS (2019 Cohort)
Medical Student Candidate, Robert Wood Johnson Medical School in New Brunswick, NJ

Vineeth Amba is interested in community engagement, the intersection between education and health, searching for novel ways to address health disparities, exploring the transition from research to policy, and the impact of policy changes on health outcomes. His two most important research experiences have been through the NIH Amgen program, where he worked in nutritional epidemiology and had the opportunity to convert his research into a policy brief, and the Institute for Public Health Summer Research Program – Public and Global Health Track, where he received his first exposure to clinical research and explored how research could affect policy through multiple lenses. Next year, he is studying healthcare delivery for underserved patients at the NJ Institute for Healthcare Policy.

Caila Brander, BA (2014 Cohort)
Health Researcher and Global Health Corp Fellow, Population Council Zambia

Caila is passionate about advancing gender equity by ensuring women worldwide have access to comprehensive reproductive and sexual health information and services. After completing a BA in Anthropology: Global Health and the Environment at Washington University in 2016, Caila worked on advancing women's reproductive health in the U.S. at the National Women's Health Network and American College of Ob-Gyns in Washington, D.C. In July 2019, she moved to Lusaka, Zambia to start a Global Health Corp Fellowship working as a Health Researcher at Population Council Zambia. In this role, she has conducted primary qualitative research, analyzed both qualitative and quantitative data, and disseminated results on studies covering issues including medical abortion, HIV/AIDS prevention for adolescent girls, and the impacts of climate change and sexual and reproductive health. She is currently finishing her Masters in Reproductive and Sexual Health Research from the London School of Hygiene and Tropical Medicine, UK.

Colette Cambey, BA (2019 Cohort)
AmeriCorps member, Dartmouth Hitchcock Medical Center

ColetteCambey is a recent graduate of Vassar College and member of the 2019 IPH Summer Research Program - Public and Global Health Track. In college, she studied biology, public health, and environmental studies. She also studied public health across Vietnam, South Africa, and Argentina; volunteered in the local Poughkeepsie community at a FQHC — a direct-action organization that fights for working class New Yorkers — and the county health department; and completed a senior thesis in basic science. She is passionate about addressing systemic health issues present in our health care system by pursuing a MD, MPH. Before that, she plans on dedicating a couple of years to service through AmeriCorps. In the future, she hopes to combine her passions for medicine, public health, politics, and community organizing to change the current landscape of health care in the U.S. for the better.

Adjoa Cofie BA (2018 Cohort)
Research Technician, Washington University School of Medicine in St Louis

Adjoa Cofie is a first-generation graduate from Stockton University in 2019 with a Bachelors of Arts degree in Global Sciences of Women’s Health and a minor in Chemistry. She is currently conducting research at Washington University in the Department of Medicine, Division of Infectious Disease and Immunology, with the hopes of pursuing a career in medicine. Growing up in different countries, she wants to contribute to improving global health care initiatives and policies.
Amy Jasani (2019 Cohort)  
**BA and MPH Candidate, University of Alabama at Birmingham**

Amy Jasani grew up in Lawrenceville, GA, and is finishing a major in neuroscience and MPH in health behavior as a senior at UAB. Last year, she worked with Dr. Stephanie Fritz through the Institute for Public Health Summer Research Program on mitigating methicillin-resistant *Staphylococcus aureus* infections and understanding health-seeking behaviors for recurring skin and soft tissue infections. This experience developed her interests in research and advocacy on controlling infectious diseases and reducing health disparities. She intends to attend medical school in the future and pursue these goals.

Meredith Klashman, BA (2015 Cohort)  
**Aquatic Toxicologist for the City of San Jose, Lab Manager at University of California, Santa Cruz**

Meredith Klashman graduated from Washington University in St. Louis in 2016 with double majors in Biology & Spanish Literature and a minor in Anthropology. While at WashU she worked in the Doering Lab and the Amarasinghe Lab. Following graduation, she made her way to northern California. During her time working for the San Jose Environmental Services Department, she developed a keen interest in how exposure to pollutants in water affect human health. She currently serves as both an Aquatic Toxicologist for the City of San Jose and a Lab Manager at UC Santa Cruz, where she has implemented the campus’ first zebrafish housing facility. In the fall, she plans to matriculate at UCSF for her MD and UC Berkeley for her MPH, where she plans to research wastewater-based epidemiology.

Carmen Lyon, BA (2017 Cohort)  
**Program Service Officer, Office of the U.S. Global AIDS Coordinator and Health Diplomacy, The U.S. Department of State**

The office that Carmen Lyon serves is responsible for implementing the U.S. President’s Emergency Plan for AIDS Relief (PEPFAR) and fostering relationships with multilateral organizations, foreign governments, and ministries of health while creating sustainable improvements in public health around the world. At Washington University, Carmen graduated Magna Cum Laude with majors in Anthropology (Global Health & Environment) and Philosophy. For her honors thesis, Carmen researched the formation of the vaccination refusal subculture in response to changes in the policy of the California public school system. In August, Carmen will begin graduate school at the New York University School of Law as an Institute for International Law and Justice Joyce Lowinson Scholar. After four years, she will receive a JD and LLM in International Law. Carmen is interested in the practice of law and how it relates to allowing developing countries to secure vital pharmaceuticals, a practice normally prevented by a cost barrier created by intellectual property law.

Nneka Molokwu, MPH (2014 Cohort)  
**Medical Student, Emory University School of Medicine**

Nneka Molokwu is a medical student at Emory University School of Medicine. Nneka graduated with her Bachelor’s Degree in Biology in 2013 from Wartburg College, and with her Master’s in Public Health in 2015 from Washington University in St. Louis. After graduation, she joined the Global Health Center Washington University's Institute for Public Health and also worked with the Gun Violence Initiative. Nneka is also passionate about social entrepreneurship and served on the board of the African Chamber of Commerce St. Louis from 2017-2019. She was also a co-owner of a local small business in STL that hand produced body butters.
Swetha Nakshatri, AB (2018 Cohort)
MSTP Candidate, University of Chicago Pritzker School of Medicine

Swetha Nakshatri recently graduated from Washington University in St. Louis with degrees in biochemistry and anthropology with a concentration in global health and environment. She is currently an MSTP (MD/PhD) student at the University of Chicago Pritzker School of Medicine and hopes to have a career as a physician-scientist. She is particularly interested in the relationship between carcinogenesis, environmental health science, and molecular toxicology and she hopes to both practice clinical medicine and conduct research at the intersection of basic science and public health. She is an of the 2018 cohort of the Institute for Public Health summer research program and worked in Dr. Jeffrey Gordon’s lab in the Edison Family Center for Genome Sciences and Systems Biology. She continued working in Dr. Gordon’s lab for the next two school years (and summer 2019) and ultimately completed her senior honors thesis in Dr. Gordon’s lab on the relationship between the gut microbiome and childhood undernutrition. This program was instrumental to her undergraduate research experience and was pivotal in deciding her career goal of becoming a physician-scientist.

Vineet Raman, BA, BS (2017 Cohort)
Fulbright-Nehru Scholar at The Fulbright Program

In the Summer Research Program, Vineet Raman worked with Dr. Amy McQueen on a survey of the basic needs of Medicaid beneficiaries with type II diabetes. The following summer, he interned at the U.S. Department of Health & Human Services, working to alleviate gaps in innovation of pediatric mobility devices. As an undergraduate, Vineet researched language services regulations, low-income healthcare access, and cultural competency. He authored a paper on bilingual mental health services and worked with an interdisciplinary team to establish a system of community health workers (CHWs) for Athens’ Latinx community. His senior thesis detailed the improvements in health as a result of the CHWs and the boundaries clients faced in accessing healthcare. Over the past year, Vineet was a Fulbright researcher in India at the Institute of Public Health, Bangalore. His focus was health equity among India’s tribal populations. He also used a dataset to identify trends in healthcare expenditures among tribal groups as part of a Welcome Trust funded multi-site study merging social science and community health that seeks to alleviate tribal health disparities. He plans to pursue degrees in medicine, policy, and public health and simultaneously serve disadvantaged populations and work to remove systematic barriers to healthcare.

Raj Reddy, BA (2017 Cohort)
Medical Student, Baylor College of Medicine

Raj Reddy worked with Dr. Laura Bierut and Ms. Patricia Salyer in the Health & Behavior Research Center in the Summer Research Program. He contributed to a study on risk factors for hereditary breast and ovarian cancer (HBOC) among black women in St. Louis. His individual project focused on the underuse of HBOC genetic testing in black women who met clinical criteria. Now as a medical student, he is interested in neurology, psychiatry, addiction, and quality improvement. He also serves in national policy leadership in the American Medical Association and American Psychiatric Association; advocates for state legislation through Doctors for Change; and helps coordinate public health education for all first-year medical students at Baylor. Raj previously interned at the Institute of Medicine, American Medical Association, and Joint Commission; studied philosophy and anthropology at Oxford for a semester; and graduated from UT Dallas in 2018 as a McDermott Scholar with a BS in Neuroscience and Minor in Political Science.
**Laura Whitehill, MA (2018 Cohort)**  
*Medical Student, University College Dublin, Ireland*

Laura Whitehill is originally from Boston, Massachusetts. She did her undergrad at Georgetown University. Upon graduating in 2016, she went abroad to Ireland to complete a Masters in Sociology at UCD focusing on social determinants of health and health inequalities. She then stayed in Ireland to do Medicine. She completed the Summer Research Program in 2018 and has continued to be involved in public health and advocacy through the Association of Medical Students Ireland at UCD. She has a particular interest in women’s health and reproductive health justice. Outside of medicine, she likes to run, draw and spend time with her two golden retrievers.

**Tiffany Xie, BA, BS (2018 Cohort)**  
*Fulbright Fellowship and MD Candidate, University of Chicago*

Tiffany Xie recently graduated with degrees in English and Biology from Indiana University. Next year, she will teach English in Taiwan through a Fulbright fellowship and then begin medical school at the University of Chicago. As a 2018 Summer Research Program fellow, she worked under the guidance of Dr. Kathleen Bucholz and Dr. Manik Ahuja to investigate the relationship between racial and socioeconomic discrimination in African American adolescents and risk behaviors, which was recently published in Social Psychiatry and Psychiatric Epidemiology. She previously interned with Ariadne Labs, a joint center for health systems innovation at Brigham and Women's Hospital and the Harvard T.H. Chan School of Public Health, and the Indian Health Service. She has also been an opinion columnist for the Indiana Daily Student, interned for the literary magazine the Indiana Review, and wrote a short story collection for her English thesis. She wishes to work in health equity as a physician and writer.
The Institute for Public Health harnesses the strengths of Washington University to address the complex health issues facing the St. Louis region and the world, by taking the role of connector, convener and catalyst.

**CONNECTOR:** We improve, amplify, and support public health efforts across campus, within the local community, and around the world.

**CONVENER:** We bring faculty, researchers, practitioners, staff, and students from diverse disciplines together to share ideas, form partnerships, and turn ideas into action.

**CATALYST:** We inspire innovative solutions to today’s most pressing public health challenges through targeted forums, ventures, and opportunities to stimulate new approaches aimed at improving public health.

The vision for public health at Washington University is to improve community and global health through the creation of new knowledge, the application and translation of science, and the training of advanced academic and practice leaders in public health.

The mission for public health at Washington University includes five objectives:

- To generate distinctive transdisciplinary research discoveries and service interventions that address significant community and population health problems.
- To train a cadre of leaders who have an evidence-based approach to public health interventions, health services, and health policy.
- To educate the next generation of academic leaders in community and population health sciences.
- To eliminate health disparities and improve measurable health outcomes through sustained community and organizational partnerships.
- To significantly influence the development of sound public health policy.

Formed in 2008, the Institute for Public Health brings together many disciplines and diverse partners from across Washington University to solve the complex health challenges facing the St. Louis region and the world. The Institute is championed by Chancellor Andrew Martin as one of the university’s key initiatives to achieve its overarching goal of enhancing our leadership today to benefit America and the world tomorrow.

The Institute organizes conferences, lectures, seminars, and other events that allow experts within and beyond the university to learn, share, and connect with one another. Its scholar network connects faculty in all seven schools of the university. It develops forums and funding opportunities for both faculty and students that encourage innovative collaborations and research. Its six university-wide centers—which focus on aging, community health partnership and research, global health and its Africa Initiative, data & training, dissemination & implementation, and health economics and policy, as well as its gun violence initiative and relationship and sexual violence-assessment initiative (RSV-AI)—break down silos and harness the strengths of the university’s research and practice in all disciplines. Through these efforts, the Institute amplifies and accelerates Washington University’s ability to impact public health in St. Louis and around the world.
The goal of the Global Health Center (GHC) at the Institute for Public Health is to improve global health through transdisciplinary programs and partnerships across Washington University and around the world. To accomplish this, the Center will:

- Bring the campus community and our partners together to focus on global health issues through events and programs
- Develop a comprehensive global health curriculum and other educational tools and training for students to foster the next generation of leaders
- Encourage innovation and cross-disciplinary research in global health that focus on key areas: infectious diseases; nutritional deficiency; maternal and child health; productive aging; and cancer and chronic disease. The Global Health and Infectious Disease Center (CGHID) is part of the GHC.

Some of the other initiatives organized and/or supported by the Center are:

- Africa Initiative, which aims to support faculty and student research focused on the Africa continent; help establish formalized institutional relationships between Washington University and collaborative partners on the Africa continent; and enhance engagement through workshops, roundtables, and conferences at Washington University and on the Africa continent with our partners.
- A Visiting Global Health Speaker Series with opportunities for students to have breakfast with the speakers
- An annual spring Global Health and Infectious Disease Conference and Oral Trainee Symposium
- Development of transdisciplinary courses
- Global Health Work in Progress
- Global Health Student Advisory Committee

Children's Discovery Institute of Washington University and St. Louis Children's Hospital

Saint Louis Children’s Hospital (SLCH) and the Washington University School of Medicine’s Department of Pediatrics have been caring for children since the opening of SLCH in 1879. Founded by a group of eight pioneering women, the hospital opened in a small, rented house with 15 beds in the city of Saint Louis and it is the oldest pediatric hospital west of the Mississippi River and the 7th oldest in the United States. From those humble beginnings the Department of Pediatrics now provides clinical and community outreach programs that touch more than 250,000 patients annually. Another strong tenet of the Department of Pediatrics is research, and they have been international leaders in basic science and clinical research. In 2006, SLCH and the Department of Pediatrics created the Children's Discovery Institute (CDI), a world class center to promote innovation and creativity in collaborative multi-disciplinary research targeting some of the most devastating childhood diseases. This partnership is uniquely positioned to leverage the abilities of clinicians, investigators, trainees, and professional staff throughout the University’s academic and medical community to advance research in children, accelerating the realization of better treatments, cures and preventions. The CDI awards pediatric research grants within four centers: Congenital Heart Disease Center, McDonnell Pediatric Cancer Center, Center for Pediatric Pulmonary Disease and the Center for Metabolism and Immunity. The CDI also recognizes that despite great advances, child health on a global scale still has room for much improvement. Advances forward will depend on strong consistent research in public, international, translational and bench work related to global pediatric health. Therefore, a critical part of improving global pediatric health means recruiting, training and supporting young researchers in order to build a robust pipeline of future investigators. To help realize this goal, the CDI has generously funded the Summer Research Program for students interested in, and projects related to, global pediatric health. The overall goal is to identify and foster the development of future researchers who want to improve child health and survival.
DIVERSITY AT WASHINGTON UNIVERSITY

diversity.wustl.edu

Diversity is a top priority of Washington University in St. Louis.

Washington University is a global institution. Our mission is to make it the best educational and research institution for everyone.

We are working hard to build a framework for progress and a structure of support for diversity and inclusion.

We know that Washington University can be a better place, with a deeper range of perspectives and community members. It is this diversity that makes great institutions like ours truly great. Through inclusive policies and a range of resources, we are laying the foundation for a community that embraces and supports diversity in a welcoming climate.

Our initiatives are targeted investments to support equity and inclusion through every part of the university.

The innovations of students, staff and scholars are what will transform our university — and our world — for the better. Our initiatives empower Washington University community members to drive change.

- The Chancellor’s Graduate Fellows Alumni Initiative supports early-career academic scholars, encouraging them to enter the academy pipeline.

- The Distinguished Visiting Scholars program brings underrepresented scholars to campus, exposing us to new ideas and showing leaders in their fields what Washington University is like.

- Diversity and Inclusion Grants invested in faculty/staff ideas to enhance diversity and inclusion at Washington University.

- The faculty leadership development workshop series is designed to cultivate tomorrow’s academic leaders at Washington University.

- The Ferguson Academic Seed Fund supported work that addresses the issues related to the development of sustainable urbanism in our communities.

- The Meharry Medical Scholars program brings Meharry students to the School of Medicine to conduct research, connecting them with the pipeline for the school’s residency programs.

- PLAN supports the development of our staff and empowers them for leadership.

- Signature scholarships provide financial support for students.

- Stem Pipeline Consortium WUDPC-STEM encourages diversity in higher education and research.

- WFLI empowers women faculty members who are in, or wish to assume, a leadership role in academia.
DIVERSITY AT WASHINGTON UNIVERSITY, CONTINUED

“Diversity is sitting together — in a classroom, at a lab table, or writing a grant — and bringing our assorted backgrounds and experiences together to create new knowledge, solve problems, and educate our students. Diversity brings unique change — change that lasts, not short-term solutions...

“Recent global, national and regional forces have underscored the fact that diversity brings both challenges and opportunities. We know that. The challenges of diversity are hard; diversity moves all of us out of our comfort zones. But engaging each other in new, sometimes disquieting ideas is the role of universities. A key part of our mission is to prepare our students to become global leaders in a world that is increasingly diverse.”

-Adrienne Davis, Vice Provost and William M. Van Cleve Professor of Law
COMMON LANGUAGE AND DEFINITIONS

What is Public and Global Health?

For the purpose of having a common language, we broadly define public health as focusing on the science, practice, and art of collective efforts to prevent disease, promote health, and prolong quality of life among populations, while assuring conditions in which all people can be healthy.

Rather than being a single discipline—public health as a profession includes the contributions of many disciplines/fields that impact the health of a population including, but not limited to epidemiology, behavioral science, medicine, social work, engineering, communication, business, law, and global health (CDC 1994, ASPH 2006, & WHO 2002).

Global health is an area for study, research, and practice that places a priority on improving health and achieving equity in health for all people worldwide. It emphasizes transnational health issues, determinants, and solutions; involves many disciplines within and beyond the health sciences; and is a synthesis of population-based prevention with individual-level clinical care. Although global health places greater priority on prevention, it also embraces curative, rehabilitative, and other aspects of clinical medicine and the study of basic sciences (Koplan 2009).

What is Translational Research?

Translation, as defined by NCATS, is the process of turning observations in the laboratory clinic and community into interventions that improve the health of individuals and the public – from diagnostics and therapeutics to medical procedures and behavioral changes.

Types of Translational Research

T1 “Bench to Bedside”

Laboratory-based research aimed at clarifying mechanisms of disease, developing measures or markers of disease presence, severity, or improvement, and developing drugs, devices, or interventions to treat disease or to improve health.

T2 “Bedside to Practice”

Generally, identifies community, patient, physician, and organizational factors that serve as barriers and facilitators to translation; develops novel intervention and implementation strategies to increase translation, such as quality improvement programs or policies; and evaluates the impact of strategies to increase translation of relevant healthy behaviors and processes of care.
COMMON LANGUAGE AND DEFINITIONS, CONTINUED

T3 “Practice to Research”
Dissemination and implementation phase; translates the results from clinical studies into everyday clinical practice and health decision-making; identifies and resolves barriers to implementation of evidence-based guidelines into community practice.

T4 “Research and Practice to Community Public Health and Health Policy”
Health outcomes research; evaluates the ‘real world’ results that occur when T1-T3 research is implemented. (www.utsouthwestern.edu)

Continuum of Biomedical Research

RESOURCES

- Global Health Resources
- Community-Engaged Research – Toolkits and Guidebooks
- Institute for Public Health COVID-19 Response
**IPH SUMMER PROGRAM REQUIREMENTS**

1. **Program Participation Effort:** All trainees are expected to attend the one or two hour daily live sessions between 10 am – 12:30 pm CST, review the reading materials before the sessions, write two blogs (one on a program session and another on a topic of choice), complete evaluations, and present at the end of the program.

2. **Research Policies and the Responsible Conduct of Research (RCR):** All trainees must comply with the ethical standards outlined by the Office of the Vice Chancellor for Research (research.wustl.edu/university-research-policies/) throughout the duration of the program. IPH summer students must review –
   - Review the active learning video(s) program produced by the US Dept. of Health & Human Services Office of Research Integrity: Intro video, Research Integrity Officer, Grad Student, Principal Investigator, Post Doc at [https://ori.hhs.gov/the-lab](https://ori.hhs.gov/the-lab).

3. **Alumni Updates:** IPH summer program students will be asked to provide updates on an annual basis regarding their education, career development, and research.

4. **Surveys:** All trainees will be asked to complete seminar and program evaluation forms.

5. **Final Presentation:** Participants are required to give a 5-minute oral presentation at the end of the program. This presentation can focus on the experience in the program, something new you learned after participating or what you plan to do next, etc.

6. **Academic and Non-Academic Transgressions:** All scholars must read through the “Certification of Receipt of University Policies Regarding Non-Academic Transgressions.”

7. **Seminars:** Participants must attend all the seminars throughout the duration of their participation in the program.

8. **Participation:** You will be allowed to miss one live session during the program and must notify the program director at least two days prior to the absence. If a student misses more than one seminar session without notification, he or she will receive a reduced stipend.
SEMINAR SERIES

Attendance Policy
For seminars, trainees are expected to attend all scheduled sessions for the complete duration of the program. Attendance is recorded. If unable to attend a seminar, a participant must notify the program director at least two days in advance.

Program Seminars
Summer seminars are held daily from June 29 – July 24, 2020. Please check the schedule for details on topic, date, time and zoom link.

EVALUATION

All trainees are expected to complete required program evaluations. These evaluations are administered via the web and are mandatory for all scholars.

Frequently Asked Questions about Evaluation

1) What evaluations do I need to complete?
   Seminar and program evaluations.

2) How will I receive my evaluations?
   All evaluations will be sent via e-mail through Qualtrics Survey Software.

3) Are my evaluation responses anonymous?
   All data are aggregated and de-identified for reporting purposes. Only the Program Director has access to identified data. Identified information is not shared with other individuals without your permission.

4) What is the purpose of the evaluations?
   The Institute for Public Health uses information collected in evaluations to improve our programs and services provided to trainees. Evaluation responses are considered when making decisions that will affect trainees so please complete your evaluations. Your responses count!
IPH GUIDELINES FOR ACADEMIC AND NON-ACADEMIC TRANSGRESSIONS

The following policy outlines the procedures that will be followed when there are questions of possible breaches of integrity, including those of a professional, academic or research nature. All matters involving possible breaches of integrity shall be brought to the attention of the IPH Disciplinary Committee, whose members include IPH Leadership and the GHC Manager. Behavior inappropriate to the Summer Research Program shall mean breaches of personal confidence and trust including cheating or unauthorized use of materials; abuse, misrepresentation or other seriously improper conduct in relation to patients, research subjects or colleagues; and other misconduct, misrepresentation or failure in personal actions or in meeting obligations and others outlined and defined in the Washington University Student Judicial Code, the Bulletin of the School of Medicine, the Code of Conduct, and the Research Integrity Policy.

Once an issue is brought before the IPH Disciplinary Committee, the Committee will review the matter at hand and determine whether further action is required. The IPH Disciplinary Committee will also notify the scholar or trainee’s respective mentor and Department and Division Head/Chief of the pending investigation. If the committee finds further action is required on the basis of academic or professional concerns, the matter will be forwarded to one of the following committees based on the student’s role at the University:

- Students or trainees who are not employees of the University will have their cases reviewed by the Committee on Academic and Professional Evaluation of Students at the Washington University School of Medicine. Any decisions upon matters of disciplinary action including instances of unprofessional behavior will be determined pursuant to the guidelines outlined in the Bulletin of the School of Medicine. (See bulletin.wustl.edu/medicine/policies/wusm-professionalism-conduct/)

- Allegations of improper academic or professional conduct by employees of Washington University will be reviewed according to the Washington University Office of Faculty Affairs Faculty Information Guide. (See research.wustl.edu/washington-university-research-integrity-policy/)

For issues regarding research integrity, the “Washington University Research Integrity Policy,” will apply. This policy provides a framework to resolve allegations of research misconduct as rapidly and fairly as possible and to protect the rights and integrity of all individuals involved.

The IPH Disciplinary Committee will follow any recommendations made by either the Committee on Academic and Professional Evaluation of Students or those conducting the investigation regarding questions or research integrity and the decisions regarding termination from the program will be made according to their recommendations. The mentor and Department and Division Head/Chief will be informed of the final outcome of the investigation.

All students received the website links to the “Bulletin of the School of Medicine,” the “Washington University Research Integrity Policy,” the “Faculty Information Guide,” and the “University Student Judicial Code” upon enrollment in the program and will be required to sign that they have read and received these policies.
Summer Research Program – Public and Global Health Abbreviated Track

publichealth.wustl.edu