

PUBLICATIONS & ACKNOWLEDGING FUNDING

The NIH Public Access Policy ensures the public has access to the published results of NIH funded research and requires scientists submit final peer-reviewed manuscripts arising from NIH funds to the digital archive PubMed Central upon acceptance of the publication. The Policy requires these manuscripts be accessible to the public on PubMed Central no later than 12 months after publication.

Trainees are responsible for informing the Support Center and their mentorship team of any publications during the time of their award. In addition, all trainees are required to acknowledge funding in publications, using the following sentence:

This project was supported by NIH Research Training Grant #D43 TW009345 awarded to the Northern Pacific Global Health Fellows Program by the Fogarty International Center.

NOTE: Prior to any publication, please contact the Support Center for the most up-to-date acknowledgement.

ALUMNI AFFAIRS

Alumni Travel to Conferences

Alumni may request funds to support attending one conference after completing their fellowship year. To be eligible, the trainee must be presenting at the conference about their fellowship research. The funds are on an as-available basis, and subject to approval from the Support Center, PIs, and mentors. Please contact the Support Center for additional information.

CareerTrac

The Support Center is tasked with tracking alumni for 20 years. Many trainees will maintain contact with their mentorship team; however, we ask that trainees contact the Support Center with any updates regarding:

- Conference Presentations
- Students you mentor
- New grants you receive (include dates of the award, grant number, and funding agency)
- New publications
- Post-Training Education (and dates enrolled)
- Fellowships Received
- Honors and Awards
- Employment Promotions
- Change in address, email, or other contact information

The Support Center will send you a form to complete and they will enter the information into CareerTrac for you.

Social Networking

We encourage trainees to use the program website (www.fogartyfellows.org) to network with other alumni and to stay up to date on the latest program news. The Support Center also hosts pages on Facebook and

LinkedIn for social networking and announcements of upcoming conferences and events. Our Facebook group name is: Northern Pacific Fogarty Global Health Fellows Program.

RESOURCES

Books

Travel Wise: How to be Safe, Savvy, and Secure Abroad

Author: Ray S. Leki

ISBN: 1931930368

Amazon.com link: http://www.amazon.com/Travel-Wise-Savvy-Secure-Abroad/dp/1931930368/ref=pd_bxgy_b_img_b

Staying Safe Abroad: Traveling, Working, & Living in a Post 9/11 World

Author: Edward L Lee II

ISBN: 0981560504

Amazon.com link: http://www.amazon.com/Staying-Safe-Abroad-Traveling-Working/dp/0981560504/ref=pd_sim_b_2

Website

The NPGH Research Fellows Training Consortium [website](#) houses a variety of helpful resources for both trainees and mentors, including:

- Program overview
- Information on previous trainees and their research
- Mentor resources and workshops
- Core Competency links, important forms, documents, etc.
- Publications and events
- Program contacts
- FAQs

The Support Center asks trainees to complete and return the Website Biography Form on pg. 41 of this handbook in order to designate permission levels on what information can and cannot be published on the website about your fellowship.



Adobe Connect Trainings

The Support Center will arrange for additional trainings (i.e. Core Competency Series) to be conducted via Adobe Connect and Skype. You are expected to participate in trainings and will be given a training schedule from the Support Center.

To access Adobe connect go to uwmedical.adobeconnect.com/ghfellows. Type your name in the guest box and click the "Enter Room" button.

ADOBE® CONNECT™

NPGH: Research Symposium (Oct 2)

Enter as a Guest

Name

Enter with your login and password (Required for hosts, recommended for registered users)

UNIVERSITY of WASHINGTON

DEPARTMENT OF GLOBAL HEALTH

By using Adobe Connect, you agree to the [Terms of Use](#) and [Privacy Policy](#).
[Help](#)

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You will then see a message reminding you that the meeting may be recorded, and you should not disclose patient information in an Adobe Connect meeting. Click on the "OK" button to continue.

ADOBE® CONNECT™

NPGH: Research Symposium (Oct 2)

The virtual meeting room you are about to enter may be recorded. By clicking "OK" you acknowledge that any audio, video, screen sharing, PowerPoint, documents or text chat that you transmit may be recorded and made available for later consumption by the University of Washington students, faculty, staff, or partners. Further, it is your responsibility to protect and hold confidential any student or patient information as required by University of Washington rules or Federal HIPPA and FERPA.

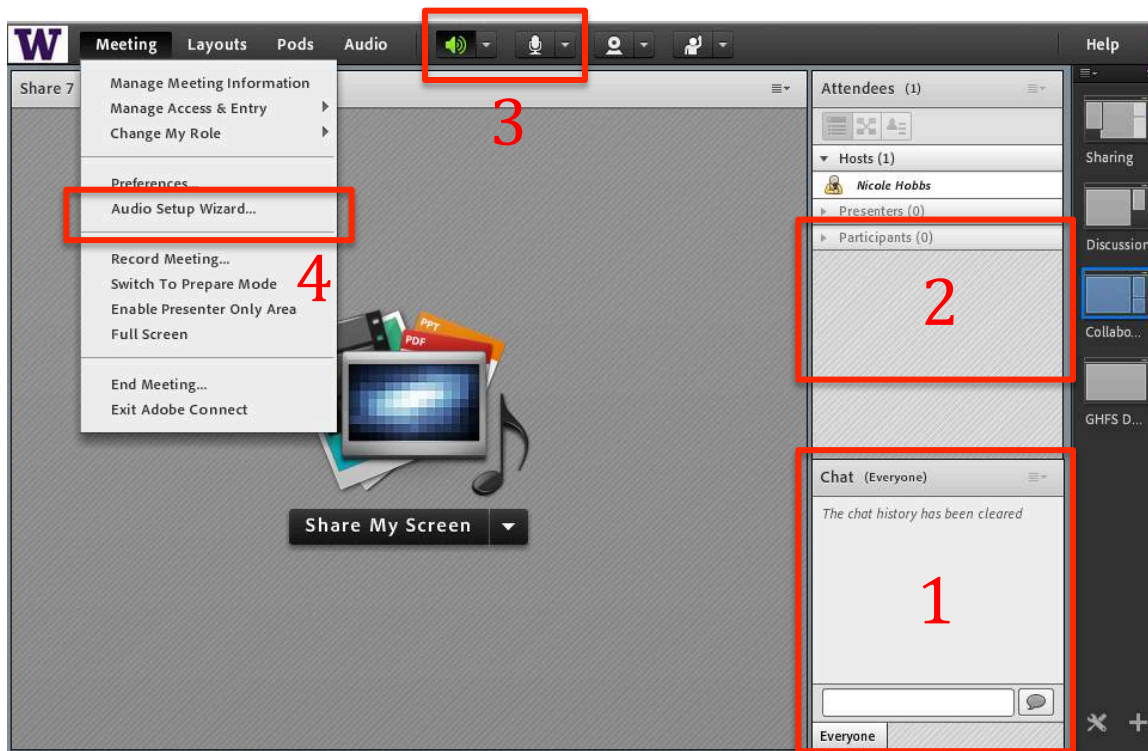
UNIVERSITY of WASHINGTON

DEPARTMENT OF GLOBAL HEALTH

By using Adobe Connect, you agree to the [Terms of Use](#) and [Privacy Policy](#).
[Help](#)

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The image below is what you will see once you login to the Adobe Connect session. We have included detailed information about the features of the meeting below. The numbers listed below correspond to the diagram.



1. This is the chat box where you can ask questions and let the meeting hosts know if you are having any technical problems. Everyone can see the chat history so please do not include information that you do not want others to read.
2. This is a list of everyone attending the meeting. During the meeting your microphone will be muted and you will be listed as a participant. If you will be presenting during the meeting, the meeting host will give you speaking privileges in the system and will un-mute your microphone.
3. These two buttons control your audio settings. The left button controls your sound. If you cannot hear the presentation, this is the first place to check to see if your speakers are on. The second button will appear when you are given speaking privileges by the meeting host. You need to click here *before* you can speak and this button will activate your microphone.
4. Before the call, it is important that you set up your audio using the "Audio Setup Wizard." This will help make sure that you will be able to hear and be heard during the call.

If you have difficulty connecting, please consult the Troubleshooting Guide on our website.
www.fogartyfellows.org/resources

You may also contact Anglie Ulrich (ulricha@uw.edu) before the call to set up a time to test your connection.

ADMINISTRATIVE CHECK LIST

IMPORTANT INFORMATION

- My Start Date: _____ End Date: _____
- I will receive my stipend on _____ of each month.
 - I should contact _____ with payroll questions.
- Health Insurance Information:
 - Company: _____
 - Policy Number: _____
 - Contact Information: _____
- I understand the Emergency Policy of the consortium
- I understand the procedure to notify my administrator before traveling for work or pleasure.
- Office space has been arranged for my fellowship.
- I know how I will purchase and receive my supplies.
- I understand the NIH & University policies for purchases.
- I have a computer or laptop that I will use for research work.
- I have the contact information for other trainees in my fellowship country.
- I have my Per Diem card and know how to request funds and check my balance
- I have at least one fun (non-work related) thing planned to do during my fellowship.

US TRAINEES ONLY

- I've obtained a visa to enter the country. I understand how I can extend my visa.
- My bank and credit card companies know that I will be abroad.
- I've arranged housing for my fellowship period.
- I have received any vaccinations and prophylaxis that I will need.

FORMS TO FILL OUT

(send all forms to Nicole Hobbs hobbsn@uw.edu)

- Payroll forms
- Emergency Contact Form
- Mentor Compact (signed by mentorship team)
- Proposed budget for my research funds.
- IRB application (if necessary) to my US institution.
- IRB application (if necessary) to my site institution.
- Responsible Conduct of Research (RCR) training and documentation
- Website Bio Form for the www.fogartyfellows.org website.

INSTRUCTIONS FOR THE CITI ONLINE COURSE

REGISTRATION INSTRUCTIONS

1. Go to the website: <https://www.citiprogram.org>
2. Click on the link for "New Users Register Here."
3. Select an institution – in most cases it should be the University of Washington.
4. Select a username and password. These will be used to re-enter the course or to obtain completion information, so be sure to remember and retain these for later use.
5. Enter your name. Please enter a complete first and last name, using upper and lower case letters.
6. Enter your email address. You may enter only one, but may enter a "preferred" and "secondary" address.
7. Provide "Member Information." Only fields with a red asterisk * are required.
Department: Global Health
Role in Research: Student Researcher
Office Phone: 206-897-6005
8. Select Curriculum. Select: Research with Human Subjects or Clinical Practice.
9. Select your involvement in the research.
10. Complete the online training modules.
11. Write down the completion number and print your certificate for your records.

RESPONSIBLE CONDUCT OF RESEARCH (RCR) COMPLETION FORM

Please complete the required information below and submit a signed copy to Nicole Hobbs at the Support Center via email at hobbsn@uw.edu. For any questions regarding RCR training, please email Nicole or discuss your training with your primary mentor. Registration directions for the CITI course can be found on the backside of this page.

Today's Date: _____

TRAINEE INFORMATION
First Name:
Last Name:
Email Address:
Phone:
Date of RCR Training Completion:

REQUIREMENT DETAILS
1. CITI COURSE COMPLETION #
OR:
2. CLASSROOM COURSE COMPLETED:
Academic Department:
Course Instructor(s):
Format of Course (lecture, small group discussion, etc.):
Duration of Course (# weeks):
Meeting Frequency:
Subject Matter (Topics Covered):
If you are a student, did you receive a grade B or higher?
If you are a postdoc, did you receive a letter of certification?
Date of Completion:

By signing below, I confirm that the information provided above is accurate.

Signature: _____ Date: _____

Fogarty Global Health Fellows

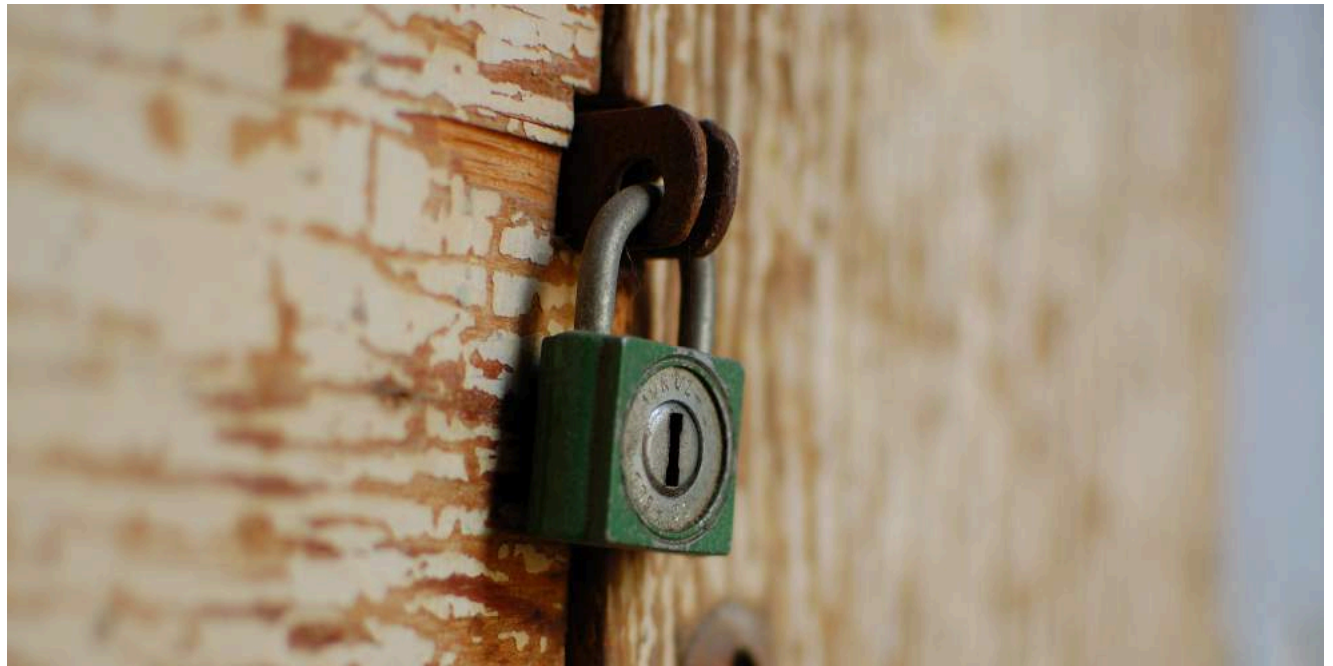
General Safety Briefing for all Fellows and Scholars

The Fogarty Global Health Fellows Program is committed to keeping you as safe as possible during your work abroad.

Please read through the following information prior to your departure.

Additional information can be obtained through your embassy website

(<http://travel.state.gov/content/passports/english/go/checklist.html>)



Checklist: Before You Travel

Selected safety and theft-prevention items to bring with you to your training abroad.

This list is not comprehensive, but includes items typically unavailable in rural settings.

PERSONAL ITEMS

- Money belt
- Extra cash that can be used internationally (Small, \$US bills 2007 or newer)
- Personal alarm, whistle or pepper spray
- Anti-theft bags (e.g. PacSafe)
- TSA luggage locks /other locks
- Prophylactic medicine, traveler's medicines

EMERGENCY "GO" BAG

- Portable cell phone charger (solar/battery)
- Headlamp, flashlight
- Copy of personal documents (passport, credit cards, etc.) and photos of companions
- Optional survival equipment (water purification system, utility tool, etc.)
- First aid kit / travel meds

HOME/TRANSPORT

- Smoke detector
- Rechargeable batteries/charger
- Car "club"
- Door security alarms
- Bike lock & helmet

- ❑ **Register online** with US Dept. of State Smart Traveler Enrollment Program (STEP) to receive travel alerts and warnings: <https://step.state.gov/step/>
- ❑ **Provide emergency contact information** to your Fogarty home and international institutions, mentors and family members (see Fogarty Safety Form on pg. 37).
- ❑ **Know your country visa and documentation requirements** and start the application process as soon as possible - especially obtaining letters of support from mentors and appropriate agency staff.
- ❑ **Make a copy of your passport** and carry photocopies of your passport ID and valid visa at all times. Email a copy to yourself and a family member.
- ❑ **Make a copy of your credit cards** and leave with a trusted family member in case of a destroyed, lost or stolen card.
- ❑ **Notify your bank and credit card companies of your travel:** Obtain bank and credit card international contact numbers. Be familiar with ATM usage rates.
- ❑ **Obtain travel clinic consultation** for appropriate vaccinations and medications at least 6 weeks prior to your departure. Carry a record of vaccinations and copies of prescriptions with you.
- ❑ **If you plan to drive as an American foreign national** obtain an International Driver's License from AAA Insurance Company in the USA (and/or local driver's license). If you choose to seek local licensure in your project country, check with your local administrator about regulations and precautions. http://www.aaa.com/PPInternational/IDP_IADP.html
- ❑ **Know your site:** Read your country-specific safety briefs. Contact your site directors and obtain emergency contacts in country. The *Culture Shock* book series is a good resource on cultural insights and practical logistics for expatriates living overseas (e.g. how to set up a post box, rent an apartment, obtain documentation).
- ❑ **Prepare safety and theft-prevention equipment:** See table to left for ideas. Consider building a "go-bag" prior to your arrival in country. For a complete list, visit: <http://nairobi.usembassy.gov/gobagitems.html>

Checklist: When You Arrive in Country

- **Notify your mentors** in US and in country of your arrival and any new contact info (i.e. local phone, cell phone, and address).
- **Discuss emergency protocols** and phone trees with your in-country colleagues, including:
 - Local contacts in case of emergency
 - Preferred hospital
 - Embassy security officer contact
 - Police stations
 - Trusted taxi numbers
- **Connect with the US Embassy** (or your Embassy if not a U.S. citizen) for official safety briefing and direct. In certain countries, Fogarty may fall under the US Embassy, Office of Cultural and Educational Affairs as Fulbright-Hays or Title VI grantees/fellows umbrella for embassy access and services. Enter your emergency and embassy phone numbers directly to your phone contacts:
(<http://travel.state.gov/content/passports/english/emergencies.html>)
- **Carry in-country contact** information and ID (photocopy or original) on your person, in case you are in an accident.
- **Get to know the informal support network:** expatriates and in-country colleagues are crucial for navigating local systems and providing personal support if an emergency occurs. Obtain the numbers of local colleagues and any expatriates in the area who may be able to provide support in case of emergency. Discuss safety concerns with these individuals and learn about their safety experiences in country.

Additional Security Communication Ideas

Your country support network may include fellows/scholars in your country and other trusted community members. Determine if your site has existing alert systems and join them.

Mobile Phone: Whatsapp

Establish a free *Whatsapp* group to notify others quickly about security issues via an application for smart phones. This notice board serves the function of a phone tree for trainees, providing a way to be contacted and respond.

Facebook

Establish a closed Facebook group, such as a “Neighborhood Watch” to keep others informed of local warnings, notices, incidents, or security concerns.

Google Groups

Create Google Group to easily contact others about security issues via an email based platform. This is also ideal for sharing safety guides, tip sheets, and other documents of interest.

Safety on the Streets: Pedestrian Safety

- **Determine if walking is safe** in your neighborhood; if not, get appropriate transport such as a taxi or a shared ride.
- **Safeguard cash and electronics on the streets**, by keeping computers, cameras, and mobile phones out of sight. Snatch and grab theft occurs. Be especially careful in coffee shop environments or while jogging with music.
- While these guidelines are helpful at all times of day, **be especially vigilant at night**. It is safest to reduce night and pedestrian travel as much as possible. The best option is to take a taxi or shared ride. However, if you walk at night:
 - *Look down* for dangerous obstacles while walking down paths and roads (holes, open sewage drains).
 - Be as visible as possible to avoid being hit by cars, especially if sidewalks are unavailable.
 - Inquire if night escorts are available.
 - If going home at dusk or night, alert your trusted home gate guards (if night guards have phones) to receive you immediately when you arrive to reduce vulnerability at gates, when events such as carjacking and robbery may occur.

Additional tips on driving or transport may be available in your country

Safety at Home

- **Inquire about safety features while selecting housing:** Consider fire-safety, adequate security fencing and lighting, guard service, etc. Your local mentor, colleagues, or alumni are great resources.
- **Create a “safe haven”** in your home, in case of home invasion. Ensure the bedroom door or bedroom gates lock at night. You should also keep a phone, keys, first aid kit, and your “go bag” here.
- **Set expectations regarding who is allowed to enter your home** (staff or visitors), and consider who is the first line of defense at point of entry. Be cautious about admitting people you don’t know well, especially if you are alone or of the opposite sex. If you have guards, house staff or roommates, ask them to notify you before they admit visitors.



Safety on the Road: Motor Vehicles

- Fogarty Fellows **may not ride on or operate motorcycles or scooters**.
- **If you drive**, consult your country’s specific guidelines on road safety, laws, and insurance.
- **Use trusted taxi drivers** both day and night. Beware potential dangers of using taxis that carry other passengers or staff you don’t know. Always lock doors and roll-up windows.
- **Wear seatbelts** to prevent serious injury in a car accident.
- **Keep valuables out of sight while driving, and while parked.** Travel with items in the trunk/boot, on the floor, or under the seat (good for laptops). Minimize leaving valuables in the car. If you must leave valuables, rearrange them before your car is parked or doors are opened... not afterwards, when you may draw attention.
- **Ensure vehicle doors are locked** at all times, and windows are rolled up. **Carjacking** is a concern day and night. Gate entry to your home or other locations are vulnerable places where car-jacking frequently occurs; consider systems that allow you to enter quickly and reduce waiting time (e.g. calling your guards to prepare gate) and be watchful of suspicious vehicles before you enter. If you are followed, make another lap, or drive to a public space such as police station. Review and be familiar with the US State Department document regarding carjacking: <http://www.state.gov/m/ds/rls/rpt/19782.htm>
- Exercise caution and good judgment for all types of transportation, including **busses, ferries** and **trains**.

IF YOU BECOME A VICTIM OF AN ACCIDENT OR CRIME...

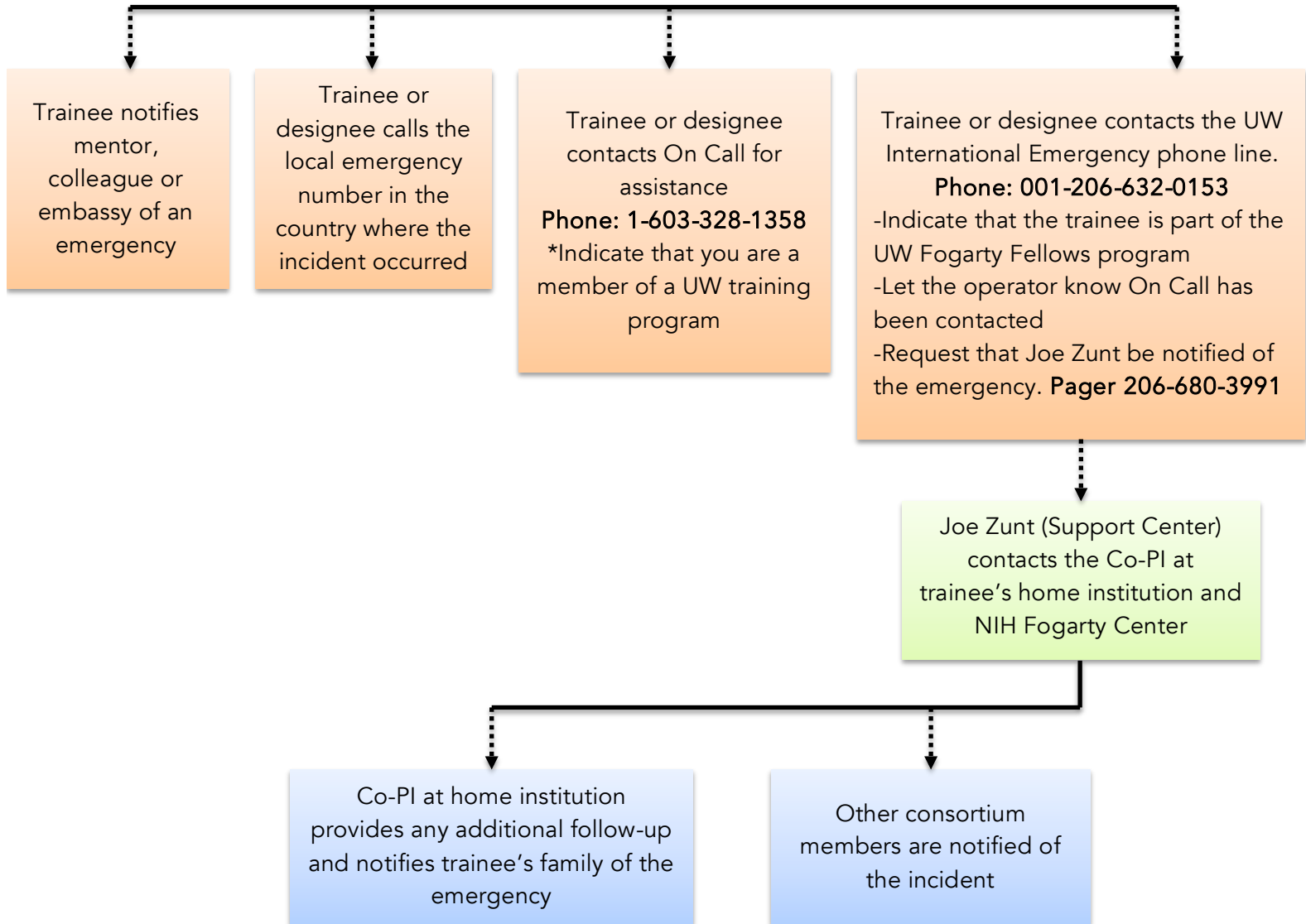
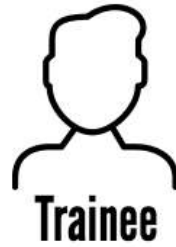
- Be cautious about any admission of fault. There may be potential dangers if a crowd starts to gather.
- First, ensure you are in a safe place.
- Contact your health facility if you need medical attention. In cases of sexual assault, seek care immediately.
- If you attend a health facility, bring someone with you if possible to serve as your advocate and take care of tasks such as payments, prescriptions, and ensuring continuity of care.
- Contact your embassy, or local security warden – they may be your best local resource. Contact them immediately, especially in time-sensitive situations (e.g. traffic accident, legal trouble).
- Contact your local law enforcement or authority (best with representation from your embassy or someone local who can be your advocate).
- Contact and inform your mentors and Fogarty coordinators.
- Communicate to others about the incident soon after the event. Alert others in your neighborhood immediately to ask for help if needed, and to warn others about potential multiple attacks in the same night.
- Document the event in as much detail as possible as soon as you can. Photos are often helpful. See box below for important questions.



Security Incident Questions:

- (1) Day, time, location of the event
- (2) Who was involved as the victim (s)?
- (3) Who was involved as the perpetrator(s), if applicable?
 - a. Gender
 - b. Age
 - c. Physical description (height, body build, hair/eye/skin color)
 - d. Language/accents
 - e. Any other identifying factors (clothing, tattoos, etc.)
 - f. Description of vehicle and/or license plates
- (4) What was the context of the event?
- (5) Describe the sequence of events
- (6) Who was notified about the event, and when?

EMERGENCY CALLING TREE





EMERGENCY CONTACT INFORMATION FORM

This information will be extremely important in the event of an accident or medical emergency.
Please be sure to sign and date this form.

NAME:

Last

First

MI

PERMANENT ADDRESS (US): _____

Street

City, State, Zip Code

PHONE NUMBERS (US): _____

Home Phone

Cell Phone

PRIMARY EMERGENCY CONTACT: _____

Name

Relationship

PHONE NUMBERS: _____

Home

Cell

Work

SECONDARY CONTACT: _____

Name

Relationship

PHONE NUMBERS: _____

Home

Cell

Work

IN COUNTRY HOME ADDRESS: _____

IN COUNTRY WORK ADDRESS: _____

IN COUNTRY PHONE: _____

Home

Cell

Work

SPOUSE/PARTNER/FAMILY IN COUNTRY:

PREFERRED LOCAL HOSPITAL: _____

INSURANCE COMPANY: _____

PLAN/POLICY #: _____

EMERGENCY PHONE NUMBER FOR INSURANCE COMPANY: _____

ANY ADDITIONAL MEDICAL OR PERSONAL INFORMATION YOU WOULD WANT AN
EMERGENCY CARE PROVIDER TO KNOW (ALLERGIES, CONDITIONS, ETC):

SIGNATURE: _____ DATE: _____



Fogarty Global Health Fellows Safety Form

In-country/On-site Emergency Contacts and Safety Protocol for Fogarty Trainees

In-country Information:

Country, city:

Name of program/institution(s):

Other Comments:

Trainee Arrival Information:

Arrival date:

Airport:

Airline:

Airport pickup/transportation plan:

Arrival address for trainee:

Other Comments:

Emergency Contacts:

Position

Name

Email

Phone number

U.S. PI:

In-country PI:

Additional in-country
colleagues:



Spouse/partner/family
in-country:

Home University
Emergency Contact

Family contact in U.S.

Medical and Dental Insurance

Plan Name & Contact:

ID number:

Dates covered:

Other notes on health? (*allergies, medications, blood type, implanted devices, etc*)

Safety Protocol:

Police number:

Nearest police station:

Address of U.S./home Embassy:

Embassy Emergency number (day / after-hours):

Local US Embassy Regional Security Officer Or Embassy Warden (*if located outside capital city*):

Trusted taxi numbers: 1)

2)

3)

Preferred hospitals (name/address/phone):

Dental emergency contact (name/address/phone):

Payment procedures at this hospital:

(note, cash payment may be necessary. Ensure access to funds)

Other Comments:

Mentor Compact

Mentoring Global Health Fellows & Scholars

Mentorship is a key component of the Global Health Research training program. As most successful global health researchers have benefited from careful mentorship throughout the course of their career we will be emphasizing the establishment and the cultivation of strong mentorship for all trainees in this program.

The Purpose of this document is to:

Provide background and to explain our approach to mentorship

Present a compact (i.e. an 'agreement') that should be signed by trainees and their mentors

Review how mentorship will be evaluated over the course of the training period

1. BACKGROUND AND OUR APPROACH TO MENTORING

The development of practical research skills to advance global health is the major focus of our program. Trainees typically apply to this program to acquire additional skills in global health research either before or after recently obtaining their terminal degree (e.g., Ph.D., M.D., D.V.M.). This training is conducted in an apprenticeship mode where each trainee works under the supervision of a team of mentors, each of whom brings unique qualifications and skills to complement the trainee's skills and needs. In addition to focused work on research projects, the trainee will be expected to participate in the curriculum that has been established for this program and to maintain an electronic portfolio demonstrating evidence that the desired learning and competencies have been achieved.

CORE TENETS OF TRAINING

A. INSTITUTIONAL COMMITMENT

Institutions that train appointees must be committed to maintaining the highest standards of training and to providing a rigorous program sufficient to ensure, that when completed, the trainee can function independently as a scientific professional trained in global health. Institutional oversight will be provided for terms of appointment, salary, benefits, grievance procedures, and other matters relevant to the support of trainees. A responsible institutional official has been designated to provide this oversight.

B. QUALITY TRAINING

While many trainees will focus on projects that are currently underway, they must be trained to independently formulate meaningful hypotheses, design and conduct interpretable experiments, adhere to good laboratory practices, analyze results critically, understand the broad significance of their research findings, and uphold the highest ethical standards in research. The development of additional skills—including oral and written communication, grant writing, and laboratory management—are considered integral to this training.

C. MAKING GOOD MENTORSHIP HAPPEN

Effective mentoring is critical for trainees and requires that a primary mentor dedicate substantial time to ensure personal and professional development. A good mentor builds a relationship with the trainee that is characterized by mutual respect and understanding. Attributes of a good mentor include being approachable, available, and willing to share his/her knowledge; listening effectively; providing encouragement and constructive criticism; and offering expertise and guidance.

Each Fogarty Global Health Trainee will have a mentorship team consisting of 3-4 individuals who bring different, but complementary, strengths to the team and include individuals from the U.S. and international institutions. The PI from the U.S. institution will be responsible for forming a mentorship team for each trainee. A 'chief mentor' will be identified who will have the closest supervisory contact with the trainee and will ideally be in contact with the trainee weekly (minimum of twice per month). A mentorship team leader will also be identified and will be responsible for convening a monthly conference call of the mentorship team to discuss the trainee's progress towards meeting project and curricular goals. Each mentorship team member will be expected to assist the trainee with the training program as well as to engage in exploratory conversations regarding career guidance. Some desirable attributes of trainees and mentors are listed below.

DESIRABLE ATTRIBUTES OF THE TRAINEE

- Takes greater responsibility in setting the agenda over time
- Seeks to initiate new ideas
- Respectful of mentor's time and availability
- Communicates concerns with mentor
- Provides status of activities and projects
- Accepts new challenges
- Seeks feedback and takes responsibility to give feedback to mentor
- Knows personal limits and when to ask for help
- Reassesses goals over time
- Doesn't overstep boundaries (e.g., overuse of time, dependency on mentor for answers)

DESIRABLE ATTRIBUTES OF THE MENTOR

- Goal oriented
- Credible with special knowledge or expertise
- Inspires excellence
- Reveals aspects of their own personal journey
- Honest and thoughtful
- Trustworthy, reliable and committed
- Develops skills at time management in their trainees
- Promotes information management
- Enables trainees to navigate the professional community
- Promotes independence

2. NORTHERN PACIFIC FOGARTY GLOBAL HEALTH RESEARCH CONSORTIUM MENTORING COMPACT

This compact was adopted from the AAMC Compact Between Postdoctoral Appointees and their Mentors (<https://www.aamc.org/initiatives/postdoccompact>). Mentors and trainees agree to the following principles:

COMMITMENTS OF GLOBAL HEALTH FELLOWS & SCHOLARS

- I will develop a mutually defined research project with my mentor that includes well-defined goals and timelines.

-I will perform my research activities conscientiously, maintain good research records, and catalog and maintain all tangible research materials that result from the research project.

-I will respect all ethical standards when conducting my research including compliance with all institutional and governmental regulations as they relate to responsible conduct of research, privacy and human subjects research, animal care and use, laboratory safety, and use of radioisotopes. I recognize that this commitment includes asking for guidance when presented with ethical or compliance uncertainties and reporting on breeches of ethical or compliance standards by me and/or others.

-I will show respect for and will work collegially with my coworkers, support staff, and other individuals with whom I interact.

-I will endeavor to assume progressive responsibility and management of my research project(s) as it matures. I recognize that assuming responsibility for the conduct of research projects is a critical step on the path to independence.

-I will meet regularly (i.e. at least twice each month) with my Chief Mentor and participate in monthly conference calls with my Mentoring Team.

-I will seek regular feedback on my performance and ask for a formal evaluation at least twice during the year.

-I will have open and timely discussions with my mentor concerning the dissemination of research findings and the distribution of research materials to third parties.

-I recognize that I have embarked on a career requiring "lifelong learning." To meet this obligation I must stay abreast of the latest developments in my specialized field through reading the literature, regular attendance at relevant seminar series, and attendance at scientific meetings.

-I acknowledge that I have the primary responsibility for the development of my own career. I recognize that I must take a realistic look at career opportunities and follow a path that matches my individual skills, values, and interests.

-I will complete the curriculum that has been established by the Northern Pacific Fogarty Global Health Consortium and maintain an electronic portfolio that will document my achievement of the desired competencies.

-I will actively seek opportunities outside the research project (e.g. professional development seminars and workshops in oral communication, scientific writing, and teaching) to develop the full set of professional skills necessary to be successful for my chosen career.

-At the end of my appointment, in accordance with institutional policy, I will leave behind all original notebooks, computerized files, and tangible research materials so that other individuals can carry on related research. I will also work with my mentor to submit the research results for publication in a timely manner. I can make copies of my notebooks and computerized files, and have access to tangible research materials, which I helped to generate during my postdoctoral appointment according to institutional policy.

COMMITMENTS OF MENTORS

- I will serve on the Mentorship team and work with other members of the team to achieve collective goals.
- I acknowledge that this training period is a time of advanced training intended to develop the skills needed to promote the career of the global health fellow or scholar.
- I will ensure that a mutually agreed upon set of expectations and goals are in place at the outset of the postdoctoral training period, and I will work with the trainee to create an individual career development plan.
- I will strive to maintain a relationship with the trainee, which is based on trust and mutual respect. I acknowledge that open communication and periodic formal performance reviews, conducted at least annually, will help ensure that the expectations of both parties are met.
- I will promote all ethical standards for conducting research including compliance with all institutional and governmental regulations as they relate to responsible conduct in research, privacy and human subjects research, animal care and use, laboratory safety, and use of radioisotopes. I will clearly define expectations for conduct of research in my lab and make myself available to discuss ethical concerns as they arise.
- I will ensure the trainee has sufficient opportunities to acquire the skills necessary to become an expert in an agreed upon area of investigation.
- I will provide the appointee with the required guidance and mentoring, and will seek the assistance of other faculty and departmental/institutional resources when necessary. (Chief mentor will be meeting with trainee at least twice each month; the mentoring team will convene by conference call monthly). Although I am expected to provide guidance and education in technical areas, I recognize that I must also educate the trainee by example and by providing access to formal opportunities/programs in complementary areas necessary for a successful career.
- I will provide a training environment that is suited to the individual needs of the trainee in order to ensure his/her personal and professional growth. I will encourage a progressive increase in the level of responsibility and independence to facilitate the transition to a fully independent career.
- I will encourage the interaction of the trainee with colleagues and scientists both intra- and extramurally and encourage the trainee's attendance at professional meetings to network and present research findings.
- I will ensure the research performed by the trainee is submitted for publication in a timely manner and that she/he receives appropriate credit for the work she/he performs. I will acknowledge her/his contribution to the development of any intellectual property and will clearly define future access to tangible research materials according to institutional policy.
- I recognize there are multiple career options available for a trainee and will provide assistance in exploring appropriate options.

-I will commit to being a supportive colleague to trainees as they transition to the next stage of their career and to the extent possible, throughout their professional life. I recognize the role of a mentor continues after the formal training period.

3. EVALUATION OF MENTORSHIP

Providing evidence on the quality of our mentorship is a major goal of the Northern Pacific Consortium. This will be closely monitored by the primary for the mentorship team. A checklist for mentorship (see below) will be included in the portfolio and reviewed again at 6 months when a formal mid-course evaluation is submitted for each trainee.

The trainee will complete a 'mentorship evaluation form' at the end of the year.

4. MENTORSHIP CHECKLIST

PROJECT ELEMENTS

- We have established clear goals for trainees' role on the project(s). They are:
Goal 1: _____
Goal 2: _____
Goal 3: _____
- We have established a clear timeline for delivery on these goals
The timeline is attached to this document
- There is a specific plan with timeline to obtain IRB approval. Activities to be completed while awaiting IRB approval have been defined.
- We have discussed possible outputs from the project (publications, presentations, etc.) and laid out a plan to allocate authorship and presentation opportunities
Potential outputs include:
Potential Manuscript #1: _____
Potential Manuscript #2: _____
Potential Presentation Topics / Venues / Dates: _____

MENTORSHIP ELEMENTS

- We have discussed communication preferences between meetings
Ideal frequency: _____
Ideal mode(s): _____ (e.g., email, Skype, text, phone)
Ideal content: _____(e.g., updates, pointed questions, etc.)
- We have discussed expected turn-around times on tasks and document review.
US Mentor: We will provide feedback to one another on specific documents within _____ days
LMIC Mentor: We will provide feedback to one another on specific documents within _____ days
- We have discussed how the trainee should respond if the US/LMIC mentor is slow to respond.
Trainee has mentor's instruction to: _____



- We have discussed how US/LMIC mentor should respond if the trainee is slow to respond.
Mentor has trainee's instruction to: _____

- We have identified a process for both parties, mentor and mentee, to express concerns with the relationship, if any should arise
That process will be: _____

- We have discussed how much time will be dedicated to project tasks versus overall career guidance and learning processes

This compact serves both as a pledge and a reminder to mentors and their trainees that their conduct in fulfilling their commitments to one another should reflect the highest professional standards and mutual respect.

Signatures

Trainee: _____ Date _____

Primary US Mentor:

Signature _____ Institution _____ Date _____

Primary LMIC Mentor:

Signature _____ Institution _____ Date _____

MENTOR ENCOUNTER FORM

DATE: _____

QUARTER: 1 2 3

TRAINEE NAME: _____

MENTOR(S): _____

A. RESEARCH GOALS

1.

2.

3.

Timeline for completion:

Resources Required:

How do you plan to share your results with collaborators and study subjects?

How do you plan to share your results in general?

What potential publications will you develop?

Which journals will you target?

Who should be included as co-authors (and preferred order of authorship)?

B. PROFESSIONAL GOALS

1.

2.

3.

Timeline for completion:

Resources Required:

C. PERSONAL GOALS

- 1.
- 2.
- 3.

Timeline for completion:

Resources Required:

D. MENTOR COMMENTS

RESEARCH FUNDS REQUEST

PERSONAL INFO			
Name:			
Date of Request:			
Research Card Number:			
Expiration Date/Security Code:			
Birthdate:			
ITEM	POTENTIAL VENDOR	LOCAL AMOUNT	USD AMOUNT
			TOTAL

For Internal Use Only

Approved By:	
Field Advance Number:	
Accounting Due Date:	

WEBSITE BIOGRAPHY FORM

NAME:
RESEARCH PROJECT TITLE:
RESEARCH AREA:
RESEARCH INTRODUCTION:
WHY IS YOUR RESEARCH IMPORTANT?
WHAT ADVICE DO YOU HAVE FOR POTENTIAL APPLICANTS?
WHO ARE YOUR MENTORS FOR YOUR GLOBAL HEALTH FELLOWSHIP? (Include degrees)

- I agree to have this information published on the Fogarty Fellows website.
- I do not want certain information published on the website. Please do not share these items:
- I do not want any information other than my name published.

SIGNATURE

DATE

NPGH FELLOW AND SCHOLAR ALUMNI

	Cohort	Name	Designation	GHF Research Site	Research Interest	Email
CAMEROON	Year 2	Anna Babkhanyan	US Fellow	University of Yaounde	HIV and malaria co-infection in pregnant women	annab8@hawaii.edu
	Year 2	Olivia Achonduh	LMIC Fellow	University of Yaounde	Infection Prयोगs Profiles in Cameroon	oliafa@yahoo.com
	Year 3	Ngu, Abanda	LMIC Scholar	University of Yaounde	Mycobacterium tuberculosis in HIV-positive Cameroonian Adults.	abandann@hawaii.edu
	Year 4	Gabriel Ekali	LMIC Fellow	University of Yaounde	In-utero HIV exposure influence on naturally acquired immunity to <i>P. falciparum</i>	eloni2000@yahoo.com
	Year 5	Randolph Ngwafor	LMIC Fellow	Univeristy of Yaounde	HIV and intestinal helmith co-infection	rangwafor@yahoo.com
	Year 6	Esemu Livo Forgu	LMIC Scholar	Yaounde Central Hospital, University of Yaounde	The effects of HIV-1 on plasma and placenta levels of MicroRNA	esemu_livo@yahoo.com
GHANA	Year 1	Nauzley Abedini	U.S. Scholar	KNUST	Maternal & Child Health	nauzley@med.umich.edu
	Year 1	Constance Opoku	LMIC Fellow	KNUST	Maternal & Child Health; Women's Health	cafraopoku@yahoo.com
	Year 1	Iman Martin	US Fellow	Uganda Cancer Institute	Cancer Surveillance & Registry Networks	iman.k.martin@gmail.com
	Year 2	Rockefeller Oteng	US Fellow	KNUST	Trauma; Emergency Medicine	roteng@med.umich.edu
	Year 3	Stewart, Barclay	US Fellow	KATH	Availability and sustainability of physical resources in the care of the injured patient	stewarb@u.washington.edu
	Year 3	Gardner, Andrew	US Scholar	KATH	Alcohol Use and Trauma	agardn@med.umich.edu
	Year 4	April Bell	US Fellow	KATH	Maternal & Child Health	aprbell@umich.edu
	Year 5	Cameron Gaskill	US Fellow	KNUST	Assessing referral patterns of newly diagnosed HIV-infected trauma patients in Ghana	cgaskill@uw.edu
	Year 5	Roxane Richter	Fulbright; US Fellow	KATH, KNUST	Advancing Prehospital EMS Trauma Care, Access, and Patient Outcomes	roxanerichter@yahoo.com
	Year 6	Charles Antwi-Boaskiako	LMIC Fellow	University of Ghana	Endothelium- derived relaxing factors in vasuclar function in sickle cell disease patients	antwiboasiako@chs.edu.gh
	Year 6	Evelyn Sakeah	LMIC Fellow	Navrongo Health Research Centre	Prevalence and determinants of Female Genital Mutilation	Evelyn.SAKEAH@navrongo-hrc.org
INDIA	Year 6	Narendra Kumar	LMIC Fellow	JNU	Microbial Translocation during HIV infection using the <i>Caenorhabditis elegans</i> model	narendra30@gmail.com
PERU	Year 1	Mario Cornejo	LMIC Fellow	UNSM	Neurogenetics	marior_cornejo@hotmail.com
	Year 1	Jamie Soria	LMIC Fellow	Hosp. Nacional Dos de Mayo	TB Meningitis	jaime9504@yahoo.es

PERU	Year 1	Segundo Leon	LMIC Fellow	Universidad Nacional Mayor de San Marcos	Resistance to HIV Therapy	srleons@yahoo.com
	Year 2	Anya Romanoff	US Fellow	NAMRU-6	Surgical Oncology	anya.romanoff@mountsinai.org
	Year 2	Daphne Ma	US Fellow	IMPACTA, UNMSM	A Peru Unit for Neurosyphilis Diagnosis	daphnema@gmail.com
	Year 2	Devora Aharon	US Scholar	Callao; Barton Clinic	HPV; Female Sex Workers	devoraaharon@gmail.com
	Year 2	Emily Deischel	US Scholar	NAMRU-6	HTLV	edeichsel@gmail.com
	Year 2	Jaime Soria	LMIC Fellow	Dos de Mayo Hospital	TB Meningitis in HIV infected individuals in Lima	jaime9504@yahoo.es
	Year 2	Katie Nielsen	US Fellow	UNMSM, Hospital de Nino	Pediatric Critical Care	katruth@me.com
	Year 2	Kristin Heitzinger	US Scholar	NAMRU-6	Darrhea Prevention & Treatment	heitzk@uw.edu
	Year 2	Nicanor Mori	LMIC Fellow	Universidad Nacional Mayor de San Marcos	Central Nervous System Infections	nicanormori@gmail.com
	Year 2	Segundo Leon	LMIC Fellow	Universidad Nacional Mayor de San Marcos	Resistance to HIV Therapy	srleons@yahoo.com
	Year 2	Tatiana Metcalf	US Scholar	Dos de Mayo Hospital, NAMRU	TB Meningitis/Lab DX Techniques Using CSF	tatianametcalf@yahoo.com
	Year 3	Gasper, Melanie	US Fellow	IMPACTA	Tuberculous Meningitis in HIV-Infected Peruvian Patients	melgasper@gmail.com
	Year 3	Alva, Isaac	LMIC Fellow	Universidad Peruana Cayetano Heredia;	Vertical transmission of HTLV-1/-2	drisaacalva@gmail.com
	Year 3	Cortez, Valerie	US Fellow	NAMRU-6; Lima, Peru	Leptospirosis in Rodents and Humans	vccortez@u.washington.edu
	Year 3	Romanoff, Anya	Fulbright; US Fellow	NAMRU-6	Breast Cancer; Oncology	anyaromanoff@yahoo.com
	Year 4	Amy Fuhs	US Scholar	INCN	Post-Stroke Rehabilitation	akfuhs@iupui.edu
	Year 4	Anastasia Vishnevetsky	US Scholar	INCN	Palliative Care practice	staseyvi@gmail.com
	Year 4	Elizabeth Abbs	US Scholar	Peru (Lima)	Cardiovascular Disease and Health Interventions	abbs@wisc.edu
	Year 4	Hilary Zetlen	US Scholar	UPCH	Education and early pregnancy	hzetlen@uw.edu
	Year 4	Lacey LaGrone	US Fellow	UNMSM	Trauma quality improvement	lagronel@uw.edu
Year 4	Neha Limaye	US Scholar	UPCH	Prenatal and perinatal health in the Peruvian Amazon	neha.p.limaye@gmail.com	
Year 4	Viviana Pinedo	LMIC Fellow	NAMRU-6	Naturally acquired immune responses against <i>Plasmodium falciparum</i> and <i>Plasmodium vivax</i> infection in a region of low endemicity and high HIV prevalence	vivi_vane@hotmail.com	
Year 5	Leann Andrews	US Scholar	San Marcos	Impact of Garden Technologies on Human and Environmental Health in Floating Slum Communities in the Amazon Rainforest	andrewsl@uw.edu	

PERU	Year 5	Maryenela Illanes-Manrique	LMIC Fellow	INCN	Depression and anxiety in Quecha speaking rural populations from the Andean highlands of Peru	m.illanes.manrique@gmail.com
	Year 5	Leah Isquith Dicker	US Scholar	UPCH	Food Security and Social Networks in Urban Informal Settlements and HIV infected individuals on ART in Lima and Iquitos, Peru	leahi@uw.edu
	Year 5	Mateo Prochazka	LMIC Fellow	UPCH	Identifying Risk Groups for Low Retention in Care among People living with HIV in Peru	Mateo.prochazka@upch.pe
	Year 5	Paola Rondan	LMIC Fellow	San Marcos	Assessing cardiovascular risk factors and metabolic syndromes in HIV-infected Peruvians	Paola.rondan.hndm@gmail.com
	Year 5	Gabriela Salmon-Mulanovich	LMIC Fellow	NAMRU-6	Identifying Risk Groups for acquiring HIV infection among members of the Peruvian armed forces	Gsalmonm.veid@gmail.com
	Year 6	Jessica Long	US Scholar	IMPACTA	Understanding sexual partnerships among HIV-infected transgender women in Lima, Peru to improve targeted HIV interventions	jesslong@uw.edu
	Year 6	Cesar Ticona	LMIC Fellow	HNDM	Cytomegalovirus viremia as a prognostic factor for poor outcome in AIDS patients	cticonamd@gmail.com
	Year 6	Luz Ma Moyano	LMIC Fellow	UPCH	Text messaging to improve control of high blood pressure and diabetes to prevent stroke in primary care attention	luzmariamoyano@gmail.com
	Year 6	Renee Newby	US Scholar	Dos de Mayo	Early diagnosis of tuberculosis meningitis to promote improved outcomes	renuhn@uw.edu
	Year 6	Samantha Zwicker	US Scholar	San Marcos	Assessment of water quality in two impoverished river communities in Iquitos and Puerto Maldonado, Peru	szwicker@uw.edu
KENYA	Year 1	Rose Bosire	LMIC Fellow	KEMRI	HIV/AIDS; Maternal & Child Health	bosirero@yahoo.com
	Year 1	John Cranmer	US Fellow	PRONTO	Nursing; HIV/AIDS	jncranmer@gmail.com
	Year 1	Bartholomew Ondigo	Intl. Scholar	KEMRI	Malaria	ondigo2002@gmail.com
	Year 1	Frankline Onchiri	Intl. Scholar	KEMRI	Bacteremia & HIV in Children	fonchiri@gmail.com
	Year 2	Cyrus Ayieko	LMIC Fellow	Maseno University	Malaria Immunology	cxayk@yahoo.com
	Year 2	Daniel Chivatsi	LMIC Fellow	University of Nairobi	Baboon Alphapapillomaviruses	dchivatsi2002@yahoo.co.uk
	Year 2	Elizabeth Irungu	LMIC Fellow	University of Nairobi	Risk score to Identify Higher-Risk HIV1 Serodiscordant Couples	eirungu@pipsthika.org
	Year 2	John Cranmer	2nd YR US Fellow	University of Nairobi; Kisumu sites	Cultural differences in treatment and care models in countries with high HIV prevalence	jncranmer@gmail.com
	Year 2	Karen Hamre	US Scholar	KEMRI	Epidemiology of Malaria	hamr0091@umn.edu
	Year 2	Quy Ton	US Fellow	University of Nairobi	Partner Notification & HIV Care Linkage	quyton@gmail.com
Year 3	Masese, Linnet	LMIC Fellow	Kenya Medical Research Institute (KEMRI);	HPV Vaccine Preparedness among Youth in the Coast Region of Kenya in the HIV Cohort Study	linnet@uw.edu	

KENYA	Year 3	Ayodo, George	LMIC Fellow	KEMRI; Kisumu, Kenya	Interactions of HIV and Malaria with Iron Deficiency	gayodo@gmail.com
	Year 3	Kioko, Marilyn	US Fellow	Kenyatta National Hospital, Gertude Children's Hospital	Reduction of Shock-related Mortality in Pediatric Patients in Urban Kenya	marilynmkioko@gmail.com
	Year 3	Muriuki, Eric	LMIC Fellow	University of Nairobi	DMPA use and immune activation amongst postpartum HIV-uninfected Kenyan women	ericmcire@yahoo.com
	Year 3	Burns, Paul	US Fellow	University of Nairobi	Neighborhoods, Water, Sanitation and Hygiene (WASH) and HIV/AIDS in Kenya	pauburns@gmail.com
	Year 3	Lee, Fan	US Scholar	Kenyatta National Hospital & Coptic National Hospital;	Spousal/partner support for cervical cancer screening/treatment among HIV+ women	fanlee@uw.edu
	Year 3	Mark, Jennifer	US Scholar	University of Nairobi	Introducing syphilis point- of-care testing (POCT) into established and novel settings.	jmark55@uw.edu
	Year 4	Odessa Lacsina	US Fellow	University of Nairobi	HIV/AIDS; Vaccinations (measles)	oamarks@ncsu.edu
	Year 4	Tecla Temu	US Fellow	Eldoret	Cardiovascular Health	tecla_temu@alumni.brown.edu
	Year 5	Ehete Bahiru	US Fellow	KNH	Understanding and Improving Acute Coronary Syndrome in Kenya	Ehete.bahiru@northwestern.edu
	Year 5	Aliza Monroe-Wise	US Fellow	KNH	HIV, hepatitis C, and linkage to care among persons who inject drugs in Kenya	alizamw@uw.edu
	Year 5	Anne Kaggiah	LMIC Fellow	KNH	HIV Prevention Interventions	akaggiah@gmail.com
	Year 5	Anjuli Wagner	US Fellow	KNH	Optimizing pediatric HIV testing using SAIA	anjuliw@uw.edu
	Year 5	Mackenzie Flynn	US Fulbright	KNH	Evaluation of Health Strategies to Optimize Adherence and Efficacy of PMTCT/ART	mackenzie.flynn@louisville.edu
	Year 5	AJ Warr	US Fulbright	KNH	Mycobacterium tuberculosis-specific T- cell response in breastmilk of HIV positive mothers	warra@uw.edu
Year 6	Nancy Ngumbau	LMIC Fellow	KNH	Barriers and facilitators of uptake of Pre-exposure prophylaxis among pregnant and breastfeeding women aged 15-49 years in Homabay and Siaya counties	nancym390@gmail.com	
UGANDA	Year 1	Ghoutam Ghosh	US Fellow	Makerere University	Aberrant Angiogenesis in Cerebral Malaria	ghosh013@umn.edu
	Year 1	Abdu Musubire	LMIC Fellow	Makerere University	Cryptococcal Meningitis; Nodding Syndrome	amusubire@yahoo.com
	Year 1	Emmanuel Seremba	LMIC Fellow	Makerere University	Viral Hepatitis & Liver Cancer	eseremba@gmail.com
	Year 1	Sylvia Wanzala	Intl. Scholar	Makerere University	Veterinary Medicine; TB	wanza003@umn.edu
	Year 1	Lindsey Law	U.S. Scholar	Makerere University	Cerebral Malaria	lawwx121@umn.edu
	Year 2	Henry Ddungu	LMIC Fellow	Uganda Cancer Institute	Transfusion Support in Cancer patients	hddungu@me.com
	Year 2	Nathan Bahr	US Fellow	Makerere University	Xpert MTB/RIF Detection of TB Meningitis	nate.bahr@gmail.com

UGANDA	Year 2	Olatundun Williams	LMIC Fellow	Makerere University	G6PD Deficiency & Malaria	tundunwilliams@gmail.com
	Year 3	Rhein, Joshua	US Fellow	Makerere University	Adjunctive Sertraline for the Treatment of HIV-associated Cryptococcal Meningitis	joshua.rhein@gmail.com
	Year 3	Anyanwu, Juliana	US Fellow	Makerere University	Clinical malaria episodes in children with sickle cell disease	juliana.anyanwu@cchmc.org
	Year 3	Mahero, Michael	LMIC Fellow	Makerere University	Common and emerging infectious diseases associated with febrile illness of unknown origin	maher140@umn.edu
	Year 3	Namazzi, Ruth	LMIC Fellow	Makerere University	Risk of severe hemolytic anemia after artesunate treatment for severe malaria	namazzi101@gmail.com
	Year 4	Bozena Morawski	US Scholar	Makerere University	HIV and tropical co-infections: Does helmith co-infection alter the host immune response to cryptococcal meningitis	bozena@umn.edu
	Year 4	Daniel Low	US Scholar	Uganda Cancer Institute	Factors associated with failure to receive a diagnosis or appropriate treatment of HIV among cancer patients	dhlw@uw.edu
	Year 4	Jennifer Ross	US Fellow	CDC Kenya	Relationship between increasing use of cotrimoxazole prophylaxis among people living with HIV in Kenya and Uganda	jross3@uw.edu
	Year 4	Liliane Mukaremera	LMIC Fellow	IDI	Alteration of innate immune response by different cryptococcal morphologies in HIV-infected individuals	lmukarem@umn.edu
	Year 4	Paul Bangirana	LMIC Fellow	Makerere University	Traumatic Brain Injury	pbangirana@yahoo.com
	Year 5	Mahsa Abassi	US Fellow	Makerere University	Utilization of Mobile Health Technology to Improve Cryptococcal Antigen Screening in Ugandans	Abass004@umn.edu
	Year 5	Meredith Hickson	US Scholar	Makerere University	Impact of iron supplementation on neurobehavioral development in young children with severe malaria	mhickson@med.umich.edu
	Year 5	Sarah Lofgren	US Fellow	Makerere University	Xpert MTB/RIF detection of tuberculous meningitis in HIV Associated Neurocognitive Disorders	Sarah_lofgren@hotmail.com
	Year 5	Shamilah Namusisi	LMIC Fellow	Makerere University	Human – Wildlife Interaction, Hunting and Threats to Health among Communities around the Fragmented Forests of Hoima Western Uganda	shamilahnamusisi@gmail.com
	Year 5	Jonee Taylor	US Fellow	Makerere University	Macrophage migration in neural tissue of HIV-infected patients co-infected with Cryptococcus or Tuberculosis	tayl1477@umn.edu
	Year 6	Edward Mpoza	LMIC Fellow	Makerere University	Outcomes of a 24-Week Fluconazole Regimen compared to a 10-Week regimen in asymptomatic cryptococcal antigenemia patients attending HIV outreach clinics in Uganda.	edmipoza@yahoo.com
	Year 6	Fritz Siegert	US Scholar	Makerere University	Micronutrient deficiency in sickle cell anemia	siegert@uw.edu
	Year 6	Kennedy Muni	LMIC Scholar	Makerere University	Uber for motorcycle taxis: evaluating the SafeBoda program in Uganda	muni82@uw.edu
	Year 6	Matt Pullen	US Fellow	Mbarara University	The Animal-Human interface of Tuberculosis	pullen@umn.edu
	Year 6	Bridget Griffith	US Scholar	Mulago Hospital	Expectant mothers and medical emergencies: Opportunities for improved outcomes in Uganda	griff906@umn.edu

THAILAND	Year 1	Nitiya Chomchey	Intl. Scholar	SEARCH	HIV/AIDS Prevention in MSM	nitiya.c@searchthailand.org
	Year 1	Nittaya Phanuphak	US Fellow	SEARCH	Dermatologic Manifestations of HIV/AIDS	nittaya.p@trcarc.org
	Year 2	James Kelley	US Fellow	Mahidol	Dengue; Vascular Permeability	jkelly@hawaii.edu
	Year 2	Nitiya Chomchey	Int'l Scholar	SEARCH	HIV/AIDS Prevention in MSM	nitiya.c@searchthailand.org
	Year 2	Sumidtra Prathep	LMIC Fellow	Prince of Songkla University	Traumatic Brain Injury	sumidtra@uw.edu
	Year 3	Tomas, Charlene	US Fellow	SEARCH	Sexual Reassignment Surgery among Thai Transgender Women	ctomas@hawaii.edu
	Year 3	Chuang, Eleanore	US Scholar	SEARCH	Ano-genital HIV DNA and HPV genotypes among MSM and transgender women	eleanore@hawaii.edu
	Year 3	Steel, Argon	US Fellow	Mahidol University	Dengue	argon@hawaii.edu
	Year 4	Megan Peck	US Scholar	Chulalongkon University	Brucellosis among Smallhold Goat Farmers in Thailand	megpeck@umn.edu
	Year 4	Shama Virani	US Fellow	Prince of Songkla University	Breat Cancer and HIV risk, prevalence, and characterization	shamav@umich.edu
	Year 4	Thidarat Jupimai	LMIC Scholar	Thai Red Cross Aids Research Centre	Challenges in initiating early antiretroviral therapy and maintain adherence among HIV-1 infected infants, Thailand	tjupimai@hotmail.com
	Year 4	Vorapot Sapsirisavat	LMIC Fellow	Thai Red Cross	Co-occurrence of HIV, HCV, and syphilis: Association and Risk of emerging STD endemic among Thai MSM	vorapot.s@hivnat.org
	Year 5	Elizabeth Laws	US Scholar	Thai Red Cross	Mucosal Myeloid Inflammation in Chronic HIV infection- Implications for HIV Associated Neurocognitive Disorders	lawse@hawaii.edu
	Year 6	Michelle DuMond	US Fellow	Thai Red Cross/ Tangerine Clinic	Mental Health Screening in HIV positive Transgender Persons in Bangkok, Thailand	med49@uw.edu