

**Global Health Elective  
Program Letter of Agreement (PLA)**

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This should be labeled Exhibit B at the top if attached to the one-off international AA template. This should be labeled as Exhibit C if attached to the bi-directional international AA template.

**Residents/Fellows from the David Geffen School of Medicine at UCLA (“UCLA”) Visiting**

**Participating Site**

This document serves as an Agreement between The Regents of the University of California on behalf of the \_\_\_\_\_ (Insert UCLA Program/Division) at the David Geffen School of Medicine at UCLA (“UCLA”) and

\_\_\_\_\_ (Insert “Participating Site”) for resident/fellow global health elective rotations at

\_\_\_\_\_ **Participating Site**

This Letter of Agreement is effective from \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_, and will remain in effect for five years (\_\_\_\_ / \_\_\_\_ / \_\_\_\_\_) or until updated, changed, or terminated by UCLA and Participating Site or as otherwise provided herein. This Letter of Agreement shall serve as an addendum to the current Affiliation Agreement (“Affiliation Agreement”) entered into between UCLA and Participating Site, and incorporates by reference, and is subject to, the terms and conditions contained in the Affiliation Agreement. This Letter of Agreement will automatically terminate immediately upon the termination of the Affiliation Agreement. In the event of any conflict between the terms of the Affiliation Agreement and this Letter of Agreement, the terms of the Affiliation Agreement shall control.

**(1) The following person(s) are responsible for education and supervision of UCLA residents/fellows while at**

\_\_\_\_\_ **Participating Site**

\_\_\_\_\_  
Residency/Fellowship Program Director, David Geffen School of Medicine at UCLA

\_\_\_\_\_  
Department/Division

\_\_\_\_\_  
**Director, Participating Site**

Department/Division

**(2) Content of Educational Experience**

The content of the educational experience has been developed according to the U.S. Accreditation Council for Graduate Medical Education (ACGME) Residency/Fellowship Program requirements, and includes the Goals and Objectives at the end of this agreement. (The complete ACGME requirements can be found at: <https://www.acgme.org/What-We-Do/Accreditation/Common-Program-Requirements>)

**(3) Responsibilities**

The above-mentioned individuals are responsible for the education and supervision of UCLA residents/fellows while rotating at \_\_\_\_\_ to ensure  
Participating Site  
that the outlined goals and objectives are met during the course of the educational experience.

The faculty or other trained clinicians at \_\_\_\_\_  
Participating Site  
must provide appropriate supervision of residents/fellows in patient care activities and maintain a learning environment conducive to educating the residents/fellows in the competency areas established by the U.S. ACGME. The faculty or other trained clinicians at \_\_\_\_\_  
Participating Site  
must evaluate resident performance in a timely manner during each rotation or similar educational assignment and document this evaluation at completion of the assignment.

**(4) Duration of the Educational Experience**

Typical elective rotations last 3-4 weeks, but the duration can be decided as agreed upon by both parties prior to the elective rotation date.

**(5) Policies and Procedures that Govern Resident/Fellow Education**

During assignments to \_\_\_\_\_, UCLA  
Participating Site  
residents/fellows will be under the general direction of UCLA's Graduate Medical Education Committee's and \_\_\_\_\_ policies and procedures.  
Participating Site

**(6) Funding Responsibility for Rotations at Participating Site**

UCLA residents/fellows are responsible for all financial arrangements of this approved experience, including travel, room, and board. In addition, salary, benefits, and professional liability insurance will be provided and paid by UCLA.  
Participating Site

will incur no costs related to this elective rotation experience. Residents will be under the general direction of the policies outlined in the UCLA House Staff Manual to include, in part, policies related to benefits and leave time. In establishing this global health elective experience, UCLA Program Director will insure that the experience will comply with the Program's and Institution's Requirements of the U.S. ACGME, including those related to Quality Assurance, Resident Supervision, Duty Hours and Work Environment.

Any exceptions to these policies will take effect only with a written agreement between the responsible officials of UCLA and

\_\_\_\_\_  
Participating Site

and will be placed as an addendum to this PLA.

**(7) Required signatures**

\_\_\_\_\_  
Designated Institutional Official, UCLA GME office

\_\_\_\_\_  
Date

\_\_\_\_\_  
UCLA Residency/Fellowship Program Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department/Division

\_\_\_\_\_  
Participating Site Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department/Division

**Sample Global Health Electives Goals & Objectives based on  
ACGME Core Competencies**

**PATIENT CARE: Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health**

- Apply WHO (or in-country/local) clinical practice guidelines to the care of patients in resource-limited settings
- Enhance history taking, physical exam and clinical reasoning skills in the context of limited diagnostics, medication, and specialty services
- Develop flexibility and learn new therapeutic and procedural approaches (physical exam skills, procedural skills) in settings with limited resources for diagnosis and treatment
- Identify barriers to health and health care locally with respect to patients and populations
- Demonstrate an awareness of the historical, cultural, socio-political, economic, and environmental context within which care is being provided and how these factors influence perceptions of health and disease
- Improve clinical skills (physical exam skills, procedural skills) and practice in areas with limited diagnostic resources

**MEDICAL KNOWLEDGE: Demonstrate knowledge about established and evolving biomedical, clinical, and epidemiological/social-behavioral sciences and the application of this knowledge to patient care**

- Demonstrate knowledge of site-specific major causes of morbidity and mortality
- Demonstrate knowledge of infectious diseases endemic to the area, including presentation, diagnoses, treatment and control measures (e.g., acute respiratory infection, diarrheal disease, meningitis, tuberculosis, HIV, and parasitic infections)
- Demonstrate knowledge of non-communicable diseases/conditions and the impact these diseases pose in countries with high infectious disease burdens
- Recognize advanced or atypical presentations of common diseases
- Demonstrate an understanding of the approach to clinical evaluations in a setting with limited diagnostic resources
- Demonstrate an understanding of socioeconomic and epidemiologic determinants of health and how they influence disease prevalence and course
- Understand the impact of rapid population growth, environmental degradation and pollution, and inequitable resource allocation on health
- Demonstrate awareness of health issues encountered by vulnerable populations (e.g., immigrants, refugees, and internally displaced persons)

**PRACTICE-BASED LEARNING AND IMPROVEMENT: Investigate and evaluate patient care practices, appraise and assimilate scientific evidence, and improve patient care practices**

- Identify standardized guidelines for diagnosis and treatment of conditions common to low- and middle-income countries (e.g., WHO, country-specific guidelines), and reflect on how they can improve care in resource-limited settings and understand their limitations
- Consider the cultural context of practice and available resources to explain why certain evidence-based practices are successful or unsuccessful in different settings
- Work collaboratively with health care team members to assess, coordinate, and improve patient care practices in resource limited settings

**INTERPERSONAL AND COMMUNICATION SKILLS: Demonstrate skills that result in effective information exchange and collaboration with patients, their families, and health professionals**

- Demonstrate humility while working in an unfamiliar setting, acknowledging the expertise and perspectives of host colleagues
- Demonstrate setting-specific understanding of health beliefs, behaviors, and patient and community expectations
- Demonstrate awareness and recognition of all roles in the health care team, including non-traditional providers in providing patient care
- Integrate into the professional and social networks of the health care team and community
- Demonstrate communication skills including language proficiency or use of interpreters

**PROFESSIONALISM: Demonstrate a commitment to carrying out professional responsibilities, an adherence to ethical principles, and sensitivity to a diverse patient population**

- Identify and collaborate on initiatives that will benefit host partner
- Demonstrate a commitment to respecting differences in knowledge, practices and culture while working with host health care team members
- Demonstrate an awareness of limitations of one’s own knowledge when facing new, unfamiliar diseases, or old, familiar diseases but with different presentations and resources
- Understand the relationship between health and social determinants of health and how these vary across the world
- Demonstrate an awareness of the relationship between health, human rights, and global inequities
- Reflect and recognize personal biases in caring for patients with diverse backgrounds and how these biases may affect patient care
- Gain an understanding of the ethical issues in working with vulnerable populations (clinical and research)
- Demonstrate awareness of issues of equity and social justice in the distribution of health care services in resource-limited settings

- Develop the ability to use self-awareness of one's own knowledge, skill, and emotional limitations that leads to appropriate help-seeking behaviors. (i.e. anticipate possible conflicts, coping mechanisms, and stress relief)

**SYSTEMS-BASED PRACTICE: Demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide optimal health care**

- Demonstrate an understanding of multinational efforts to improve health globally (e.g. Sustainable Development Goals)
- Demonstrate an understanding of resource management to provide cost-effective care
- Identify country-specific barriers to health and health care
- Demonstrate an understanding of the interdependence of multiple systems involved in providing health care to patients
- Modify diagnostic and patient care decisions in the context of resource limitations
- Demonstrate an understanding of health care delivery strategies in low resource settings (e.g. community-based health care)
- Identify and collaborate on sustainable, capacity-building initiatives
- Understand the relationship between health and social determinants of health (historical, socio-political, economic, environmental, education, health care access, food security)
- Reflect upon issues of equity and social justice and how they impact health in resource limited settings