

**Title:** Global Health Case Competition: An Analysis of the Personal and Professional Impact

**Authors:** Noor Ali, Krish Shah, Elizabeth Rose, Kendall Myers, Marie Martin **Background:**

Since 2011, the Vanderbilt Institute for Global Health (VIGH) has hosted an annual Global Health Case Competition (GHCC). The event challenges interdisciplinary teams of undergraduate, graduate, and professional students across Vanderbilt University to apply their theoretical knowledge to a real-world global health-related scenario. The teams must develop a comprehensive, innovative, and sustainable solution to expert judges in a public forum. Since its launch ten years ago, the GHCC has had over 600 student participants and 200 student volunteers plan and host the event. This study is the first in-depth analysis of the impact of the Vanderbilt GHCC. It aims to identify students' personal and professional impacts from the perspective of competition participants, leaders, and volunteers.

**Methods:**

The goal of the GHCC is to provide students with an opportunity to hone the knowledge and skills necessary to excel in interdisciplinary teams in global health. To assess the efficacy of GHCC, the research team used the four-level Kirkpatrick Model, i.e., experiences, learning, behavior, and impact, to frame the program evaluation. Data was collected to measure this impact by developing and distributing a survey to all participants, leaders, and volunteers

**Results:**

Preliminary analysis of the data suggests that, following participation in the GHCC, competitors, leaders, and volunteers reported significantly increased interest, knowledge, and understanding about global health topics. These increases are also observed if a participant reports a positive reaction to the organization and subject of the Case Competition. Additionally, overall positive experiences were significantly correlated with greater personal and professional impact on the lives of competitors, volunteers, and leaders.

**Conclusion:**

Since the GHCC is an effective tool to promote knowledge and skills in global health and because there is a correlation between positive GHCC experiences and professional and personal impact, it can be surmised that a GHCC benefits student participants, the host institution, and the field of global health. The reverberating impact of students engaged and interested in global

health prompts a recommendation for global health programs to promote GHCCs.

Keywords: global health, pedagogy, educational, professional development