

part of its pre-departure training program, the UCLA Global Health Education Program developed cases, corresponding to the 14 WEIGHT guidelines, to simulate professional and personal challenges faced in field-based global health electives.

Structure/Method/Design: During the pre-travel preparation session, trainees work through cases in small groups and reflect with faculty on domains of professionalism, practicing within one's training level, awareness of expertise, demonstrating help-seeking behaviors, cultural humility, sensitivity to diversity, and respect for patient privacy in the use of photography and social media. With faculty guidance, this case-based discussion frames the global health elective as an experience for students and trainees to further develop humanism and professionalism, in addition to the many biomedical and public health lessons that will be learned along the way.

The cases were refined and improved upon after pilot testing. A mixed-methods evaluation containing a 4-point Likert scale and open-ended questions was administered to medical students post-curriculum to assess the training. Seventy-four medical students were surveyed and 100% identified an increased sensitivity to differences arising in daily interactions inside and outside of the clinical setting, as a result of the pre-departure training. When asked an open-ended question about what they expect to do differently on their electives based on learning from the training, 65% referenced themes introduced through the pre-travel case curriculum. For example, one student commented "[I will] be more reflective when faced with a situation with possible ethical or cultural conflict."

Results (Scientific Abstract)/Collaborative Partners (Programmatic Abstract): Not applicable

Summary/Conclusion: The use of interactive cases is an effective educational strategy for self-reflection, improved communication skills, and professionalism. Simulation of challenging scenarios can enhance knowledge, skills, and attitudes within a specific, less-familiar context to prepare students and trainees for international settings. This case-based curriculum is a reproducible pre-travel preparation tool for addressing and assessing competencies, in keeping with the WEIGHT recommendations for pre-travel preparation.

Building and sustaining a global educational partnership in nursing: Setting up for "success"

B. Astle; Trinity Western University, Langley, BC/CA

Background: Nurses have been involved in various strategies for strengthening nursing globally, including academic preparation of foreign nurses at academic institutions and support of institutional capacity building. Global partnerships are viewed as one strategy to support achieving the goal of health for all within all nations. The purpose of this research project was to explore how contextual features contribute to the success in building and sustaining a global educational partnership in nursing.

Structure/Method/Design: A qualitative methodological framework was used to guide the research process employing a case-study approach and participatory action research (PAR) to explore an established global partnership between two academic institutions in Ghana and Canada. Habermas and Foucault's theoretical and philosophical frameworks provided an awareness of the relevance that social and critical perspectives contribute to understanding the complexities of the development of global partnerships in nursing. The sample consisted of 31 Individual interviews and four focus groups with Ghanaian and Canadian participants

Results (Scientific Abstract)/Collaborative Partners (Programmatic Abstract): Not applicable

Summary/Conclusion: A case study of a successful nursing education development project revealed important categories related to the beginning, maintenance, and sustainability of the initiative. Three major categories emerged: "Getting Started," "Keeping It Going," and "Following the Project." In addition, seven major themes arose: "Taking the opportunity," "Associating," "Committing," "Learning," "Accommodating" and "Sustaining." The findings related to the first category of "getting started" and how decisions made around communication, power sharing, and focus on capacity building contributed to the success of this project will be discussed. In conclusion, recommendations for the initiation of a nursing education project will be discussed.

Outcomes and collaborations among alumni of the NIH Fogarty International Clinical Research Program: Results from a 2013 impact evaluation

M. Blevins¹, A. Smart², T. Warner², C. Lem Carothers², S. Vermund², D. Heimbarger²; ¹Vanderbilt University School of Medicine, Biostatistics, Nashville, TN/US, ²Vanderbilt Institute for Global Health, Fogarty International Clinical Research Scholars & Fellows Support Center, Nashville, TN/US

Background: The NIH Fogarty International Clinical Research Scholars and Fellows (FICRS-F) Program offered 1-year mentored clinical research training experiences in low- and middle-income countries (LMICs) for doctoral students and postdoctoral professionals in health-related professions from the U.S. and LMICs during 2004-2012. We conducted an impact evaluation among a representative sample of FICRS-F program alumni.

Structure/Method/Design: We used REDCap Survey™ to conduct an electronic survey of 100 FICRS-F alumni. A representative subset of all Fogarty participants (n = 536) was selected to maximize the response rate. The selection was weighted such that the combination of program and year should have a similar distribution to the entire program. The evaluation included questions on accomplishments, ongoing collaborations, career influences, continuing research, and interest in global health.

Results (Scientific Abstract)/Collaborative Partners (Programmatic Abstract): Not applicable

Summary/Conclusion: We achieved a response rate of 94%, with inputs from 38 U.S. and 34 international doctoral scholars and 15 U.S. and 7 international postdoctoral fellows who participated in the program. When queried about work derived directly from the training period, most participants had published one or more primary research papers and presented two or more posters; U.S. fellows had submitted a median (interquartile range) of 3 (1-5) grant proposals. In total, accomplishments derived directly from work done among 94 FICRS-F participants during their training period included 207 primary research papers, 14 book chapters, 52 review articles, 32 other publications (e.g., letters, editorials, commentaries, book reviews), 215 posters, 117 grant proposals, 30 US government-funded grant awards, and 49 non-US government-funded grant awards. Among 117 grant proposals, 79 were funded (estimated 67.5% success rate). Accomplishments that may be linked directly to the FICRS-F experience are numerous and will likely increase as alumni continue to publish and write grant proposals.

Among U.S. scholars and fellows, respectively 47% and 80% returned to the training site after the training period. Overall, respondents continue to collaborate with US-based mentors (n = 59;