

and Pharmacy School (FMP) and State University Hospital (HUEH) have not been able to provide this from year to year. The University of California Haiti Initiative (UCHI) hopes to implement a collaborative rheumatologic training program between the University of California Los Angeles (UCLA) and UEH, in attempt to rebuild medical and teaching capacity in rheumatology.

**Structure/Method/Design:** Dr. Belliot, a Haitian Internist at UEH, was selected by UEH FMP administration to complete a five week observership at UCLA in August 2014, where she learned rheumatologic physical exams, joint injections, and principles of rheumatic disease. She is currently completing one year of clinical training at UEH and will manage rheumatology patients under the supervision of Dr. Rebecca Gordon (UCLA) via telecommunications, and on-the-ground by Dr. Else Chalumeau (HUEH Chief of Internal Medicine). From November 2014 – October 2015, Dr. Belliot will be assessed regularly on theoretical knowledge and clinical skills periodically upon visits to HUEH by Dr. Gordon. We are building a network by recruiting rheumatologists worldwide who can both deliver lectures at distance and visit Dr. Belliot to co-host rheumatology weeks where patients will be seen at higher volume. Subsequent years will be dedicated to teaching methodologies and epidemiologic research.

**Outcomes & Evaluation:** Dr. Belliot is currently managing 17 patients: 2 systemic lupus erythematosus (SLE), 7 rheumatoid arthritis (RA), and 8 osteoarthritis. Her SLE patients are improving with no renal involvement. All knee joint injections have been performed successfully to date. Her first clinical evaluation will occur in January 2015 by Dr. Gordon and Dr. Chalumeau. Written examinations are under development. We are keeping record of: 1) Number of outpatient rheumatology clinics held at HUEH 2) Number of patients seen at the rheumatology outpatient clinic 3) Number of inpatient rheumatology consults delivered 4) Increased availability of anti-rheumatic drugs at HUEH 5) Number of lectures delivered at HUEH Before-and-after comparisons of patient volume will be used to assess impact after the 3rd quarter (8-month mark).

**Going Forward:** Grow network of mentoring rheumatologists worldwide Build laboratory capacity at HUEH Advocate for essential rheumatology drugs to be incorporated in the national essential medicines list (NEML). Conduct secondary analysis of hospital records.

**Funding:** International League of Associations for Rheumatology DirectRelief.

**Abstract #:** 01ETC007

### Emergency nursing in Ghana: Outcomes after a five year pilot program

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**Program/Project Purpose:** In this Abstract we describe the outcomes surrounding emergency nursing clinical practice in Kumasi, Ghana, five years after the implementation of an emergency nursing education program. The burden of injury in sub-Saharan Africa (sSA) is increasing rapidly, pointing to the need for skilled health care workers to manage this serious public health threat. Nurses represent the largest health workforce in sSA. While providing effective emergency and trauma nursing care is a significant challenge due to limited human and infrastructure resources, strengthening the provision of health services, including the nursing workforce, represents a step forward in addressing this burden. A modern Accident and Emergency Center opened in Kumasi, Ghana in 2009, along with an

emergency nursing education pilot program. The goal of this pilot program was twofold: 1) to create a cadre of highly trained emergency nurses that could provide direct clinical care and 2) to develop a sustainable education program using low-resource technology that could be easily replicated at a low cost.

**Structure/Method/Design:** All training materials including curriculum, lecture materials, and examinations are in place, and shared between stakeholders. An exchange program has been implemented where Ghanaian emergency nurses selected as future preceptors train in the United States for a period of one month each year. Key stakeholders are the University of Michigan School of Nursing and Department of Emergency Medicine, the Komfo Anyoke Teaching Hospital and the Kwame Nkrumah University for Science and Technology. Together this pilot program evolved from a conceptualized six-week training program to a two-year fully accredited Bachelor's of Science in Emergency Nursing. Didactic lectures delivered by visiting faculty, skills based laboratory sessions, patient simulation and mentored clinical experience encompass the formal education. Key to the long-term success of this program is the plan for sustainability. The program is based on a modified train-the-trainers model to replace external faculty with internally trained KATH nursing leaders as the program is developed.

**Outcomes & Evaluation:** We present our findings through qualitative interviews with graduates of the program, physicians, and hospital administrators. Themes that emerged from the qualitative analysis were teamwork, confidence, challenges with existing systems and eagerness to advance.

**Going Forward:** Going forward, a high quality program ensuring the advancement of emergency nursing practice that will help develop the specialty within Ghana is currently in place. Thirty-six nurses have graduated from the program and another twenty-six are currently enrolled. Six nurses have completed an intensive immersion in emergency nursing practice and teaching in the United States. Graduates of the program are serving as leaders in the developing specialty of emergency care in Africa.

**Funding:** The project described was supported by Award Number R24TW008899 from the Fogarty International Center.

**Abstract #:** 01ETC008

### The undergraduate as global citizen: A survey of student attitudes and engagement on global issues

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**Program/Project Purpose:** The aim of this study was to assess university students' attitudes and engagement on global health and development issues and the extent to which they hold themselves and their governments responsible for addressing them.

**Structure/Method/Design:** As part of an undergraduate academic course in Spring 2014, fifteen students conducted semi-structured interviews with undergraduate male and female students to assess the nature and extent of student knowledge and engagement on global issues. Participants were also asked questions about language skills, international travel experience, coursework relating to global issues, sources and frequency of access to global news, their views as to where responsibility resides for addressing global challenges, and the nature and extent of their engagement in activities relating to global issues. Working with an analytical sample of 216 respondents who provided complete answers to all variables of interest, data was analyzed using chi-square tests and logistic regressions to determine the extent to which the findings varied by student attributes and life experiences.