

pleasure and empowerment with learning how to record slide narrations.

Going Forward: Lessons learned: let students choose videos; the lottery worked well for one course, but not for the other; keep before-and-after reporting and slide narrations.

Abstract #: 1.003_HRW

The impact of a health professions and public health educational intervention on native american students at a tribal college in North Dakota

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Background: The American Indian/Alaska Native (AIAN) population of the United States (US) experiences greater health disparities than nearly all other US ethnic groups, including a higher prevalence of obesity, mental illness and substance abuse. It has been theorized that racial concordance between patients and providers leads to better health outcomes. Therefore, one factor that may contribute to the disparity in disease prevalence among AIAN people is the disproportionately low number of AIAN health professionals. Leaders from a tribal college in North Dakota collaborated with medical professionals from Icahn School of Medicine at Mount Sinai and the North Dakota State University School of Nursing to develop a college course to encourage more AIAN students to pursue careers in healthcare. The aim of this study was to assess the impact of the course on former students.

Methods: Former students were invited to participate in focus groups to discuss how the course may or may not have affected them and their desire to pursue a career in health. Fifteen participants were hosted in four focus groups of 3–5 participants per group. The focus groups were recorded and participants received a light meal and a \$10 Walmart gift card for their time. Qualitative data were analyzed using grounded theory methodology.

Findings: Participants affirmed that the course is successful in increasing enthusiasm for and knowledge of health professions. Other major themes discussed included the perceived benefits of cultural intermingling between medical trainees from New York and Native community college students, and barriers to entering careers in healthcare (i.e., finances, family struggles). Participants also discussed personal growth during the class and the impact their learning had on friends and family.

Interpretation: The course has been successful in increasing interest in health professions, but the most significant benefit of the course may be the cultural exchange. Additionally, the information gathered, including that of the barriers to entering careers in healthcare, can be instrumental for the design of future iterations of the course and the potential development of additional interventions.

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Hands-On educational model in Nigeria increases interest in STEM careers

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Background: The shortage of STEM professionals in low-income countries like Nigeria has been linked to an unending cycle of underperformance in multiple economic sectors (OECD, 2006). We studied the effectiveness of hands-on field experiences as a model in addressing the problem of a lack of adequate student participation in 21st century STEM careers. This field experience addresses this problem by providing focused hands-on activities and professional development seminars that expose students to a spectrum of STEM careers (including medicine, computer science, and public health).

Methods: 61 students in their penultimate year of precollege education were enrolled for the study from 4 high schools in Lagos, Nigeria: Queens College, Kings College, Federal Science and Technical College, Yaba Technical College. Participants were recruited in partnership with local teachers, and educators by letters sent to principals with a request to nominate a pre-determined number of students for participation in the program. Parent and student consent were obtained per IRB review. Recruited students attended a 3-day field experience where they participated in epidemiological case studies, suturing workshops, programming session and other activities. Participants completed an anonymous survey before and after the program to evaluate interests in STEM career fields.

Findings: There was an increase in interest in science related careers amongst participants as a direct result of the program. There was an increase understanding of the difference between different STEM career paths. Participants indicated an increased interest in being paired with STEM Field mentor.

Interpretation: Analysis of the data indicates a hands-on focused educational model might be effective at influencing interests in STEM careers amongst Nigerian student. Further analysis is needed to evaluate the long term impact of the educational model on future career decisions. Future directions is focused on long-term impact through mentorship.

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Abstract #: 1.005_HRW

1.006_HRW The global health minor: is it time to establish a core curriculum?

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Program Purpose: Global health has catapulted in popularity as a focus for US college students. To respond to this demand, many