

what exactly constitutes as “global health” and a comprehensive “global health education”.

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Abstract #: 1.019_HRW

Village health worker-delivered health literacy home talks successfully transfer knowledge

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Background: Village health workers (VHWs) are key to building health literacy in low resource areas. Basic knowledge acquisition is a prerequisite for making health-related decisions about chronic disease, cancer screening, family planning, and diarrhea. In partnership with Kisoro District Hospital, Doctors for Global Health staff designed health literacy talks to be given by VHWs to individuals at home (“home talks”) regarding these four healthcare topics. We evaluated the benefits of home talks through administration of pre and post tests.

Methods: VHWs in twelve villages visited approximately 20 homes with an evaluator who conducted pre and post tests in Rufumbira. Four available topics were listed and the subject was asked to choose two topics that appealed to her. The first chosen topic was given as a home talk (“index”), and the second chosen topic was treated as a control topic (“control”) with no talk given. A pretest was performed for both index and control topics. A posttest was administered immediately after the talk for the index but not the control topic. A delayed posttest was carried out two to five months after the talk for both index and control topics. Pretest and immediate posttest data were available for 156 subjects and pretest and long-term posttest data were available for 62 subjects. A paired sample t-test was used to compare pretests to immediate posttests and delayed posttests, respectively. Significance was determined at $\alpha=0.05$.

Results: Long-term knowledge regarding chronic disease increased on average by 22.6 ± 15.7 points ($p<0.0001$) from baseline. Furthermore, long-term knowledge regarding diarrhea increased on average by 23.529 ± 20.377 points ($p=0.0033$). Additionally, long-term knowledge regarding family planning and women’s cancer increased on average by 36.04 ± 17.42 and 34.62 ± 32.96 , respectively ($p=0.0026$ and $p<0.0001$, respectively). There was a percent increase observed for all categories including chronic disease (163%), diarrhea (147%), family planning (150%), and women’s cancer (900%). Analysis of the control pre/post questions did not indicate a significant difference in any category tested.

Conclusion: Through delivering home talks, VHWs increased health literacy in this rural Ugandan population with low levels of education.

Abstract #: 1.020_HRW

Knowledge and attitudes of out-of-hospital emergency nurses in Yerevan, Armenia

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Background: Emergency care in Armenia is in the early stages of development. The Emergency Medical System (EMS) in the capital

city, Yerevan, comprises a network of ambulance stations staffed by out-of-hospital physicians and nurses who respond to emergency calls. We designed a study to evaluate the knowledge and attitudes of EMS nurses regarding pediatric rapid assessment and resuscitation, as well as to identify specific areas for improvement in pediatric emergency nursing education.

Methods: We distributed a cross-sectional, anonymous, self-administered knowledge and attitudes survey regarding pediatric rapid assessment and resuscitation to all EMS nurses in Yerevan in July 2015. The IRB at Virginia Commonwealth University qualified this study for exemption.

Findings: The survey response rate was 87.5%. Of the 175 nurses who completed the 10-question knowledge test, 52% failed. The passing score was 7, and the mean score was $6.03 \pm 2.36SD$. Training in pediatric nursing and participation in pediatric continuing medical education (CME) were associated with significantly higher test scores (t-test: $p = 0.039$, $p = 0.001$). The number of years as a practicing nurse and number of years working in the EMS system also had positive effects on test score (one-way ANOVA: $p = 0.003$, $p = 0.003$). Questions regarding recognition of shock and initiation of neonatal and pediatric CPR were most frequently missed. Nurses who had pediatric-specific training were more likely to correctly identify shock signs and symptoms and know when to initiate neonatal CPR (chi-squared: $p < 0.001$, $p = 0.003$). Of the clinical skills assessed, nurses felt least comfortable with enteral tube placement, specimen collection, and spine stabilization. Nurses reported being least confident in their ability to care for neonates and infants. 79.4% of nurses indicated that they would benefit from further pediatric emergency training, and 86.1% agreed that knowledge from the Anglo/American Emergency Medicine system could improve pediatric emergency care in Yerevan.

Interpretation: There is a demonstrated need for additional pediatric emergency care training and CME for EMS nurses in Yerevan. Training EMS nurses along with out-of-hospital physicians would improve first-responder awareness of pediatric acute illness and patient care.

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Factors that increase medical and nursing students’ interest in global health

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Background: The World Health Organization reported in 2013 that there is a growing shortage of healthcare workers involved in global health. Efforts to address this need will benefit from knowledge of which factors affect medical and nursing students’ level of interest in global health.

Methods: We submitted an online survey with 5-point Likert scale and multiple-choice responses to all medical and nursing students