

GH education. The group generated 12 core education themes for the home site and 14 for the away site; it also identified themes at both sites for students seeking special expertise in GH (12 and 10 themes, respectively). Key concepts related to teaching included the distinction between formal and hidden curricula in GH, the importance of student agency and self-directed learning, and emphasis on reflective and transformative learning. The meeting established the rationale for a universal core curriculum for global health and outlined the content and structure of such a curriculum.

Going Forward: The Initiative is working on guidelines for a universal GH curriculum. This includes further definition of GH education themes, detailed recommendations regarding teaching and assessment focused on promoting student agency, clarification of the distinctions between the home and away sites, and “best practices” for developing learning environments to promote reflection and transformation. Ongoing meetings of the Initiative will further describe the content and methodology of a universal core curriculum for GH and move toward its implementation.

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Developing leaders in global health through multidisciplinary collaboration: How the global health leadership track at the University of Virginia is expanding

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Program/Project Purpose: 1) To encourage collaboration across health disciplines. 2) To provide an educational foundation in global health applicable to all residency programs. 3) To bring residents together from multiple disciplines to share their unique areas of knowledge. Trainee interest in global health is expanding across disciplines. Our program aims to develop leaders in global health who are capable of examining and improving health systems utilizing a variety of perspectives.

Structure/Method/Design: The Global Health Leadership Track (GHLT) at the University of Virginia involves didactics, journal clubs, clinical training, and research with established international academic partners. Here, we discuss the expansion of the GHLT to additional residencies, and the role of journal clubs in fostering multidisciplinary cooperation and appreciation. A monthly journal club is organized on a rotating schedule by each GHLT department. A faculty member hosts the event, and discussion is facilitated by the residents in that specialty. Quarterly global health dinners on careers in global health and classroom didactic time encourage interdisciplinary discussion. A listserv is used to broadcast specialty-specific international rounds, speakers, telemedicine conferences, film discussions and book clubs.

Outcomes/Evaluation: The GHLT was started in 2009 by Family Medicine and Internal Medicine. The GHLT currently

involves the Emergency Medicine, Family Medicine, General Surgery, Internal Medicine, Pediatrics, Radiology, Psychiatry, and Anesthesia. There are currently 29 GHLT residents. Journal club topics have included a range of topics such as use of point-of-care portable ultrasound, cancer care in low and middle-income countries, cost-effectiveness of surgery in global health, evaluation of global health education, barriers to care in the local refugee population, and measles vaccination.

Going Forward: Establishing a career in global health increasingly requires multidisciplinary collaborations. Future leaders in global health will need to understand the key global health issues across specialties in order to create sustainable solutions for horizontal health system strengthening. As the number of GHLT participants grows, so does our need for collegial discussion amongst peers. We suspect that fostering these collaborations will also improve professional development and collaboration within our own training environment.

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The sustainable development goals: Implications and integration across the Curricula

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Program/Project Purpose: As the need for an educated individual to also be a global citizen becomes more recognized, it is incumbent upon educators to infuse global health concepts into the curricula. This presentation explores ways to integrate the Sustainable Development Goals (SDGs) and other global health concepts across the curricula in both a health science university and a private research university. Various modalities will be shared and the implications of the SDGs will be explored. The infusion of the SDGs into the curricula stems from the work of the Global Health Initiatives Committee (GHIC), an interdisciplinary committee convened and charged by the university president to help coordinate global health efforts university-wide. Composed of faculty from the various colleges, the GHIC works to consolidate individual expertise to minimize duplication and inefficiency of effort.

Structure/Method/Design: Two methodologies were used to develop this program curricula design and an interactive curriculum experience (iCE) to promulgate the SDGs to all faculty. Integrating the SDGs in curricula is a dual challenge of maintaining the holistic focus of SDGs while aligning specific goals with core global health foci. For example, all 17 goals are relevant to NCDs but goals 6 and 9 are the most relevant. Working collaboratively with a consulting and implementation firm, faculty created a universally relevant platform for course use in various disciplines.

Outcome & Evaluation: Evidence of faculty understanding and utilization of SDGs will be measured by feedback on the iCE modules. Evidence of student comprehension and application will be measured by the use of rubrics within each course.

Going Forward: The ongoing challenges include increasing awareness and acceptance of the importance of global health among