

**Outcome and Evaluation:** We created a database and pilot-tested it in April 2015 and have since expanded its functionality; we will launch it in November 2015 at (<http://healthsystemsglobal.org/courses/ibdex.php>). Since its initial release, the database has grown substantially, and we continue to accept additions on an ongoing basis. Training opportunities from the original study were used as a starting point, but via the networks of Health Systems Global, contributors to the database, and the study team, we have also identified many additional training opportunities. Currently, the database includes over 70 training opportunities worldwide, and a growing collection of syllabi, lecture materials, and other supporting documents.

**Going Forward:** The TWG has recently convened a global strategy group to direct the next phases of our work, including further development of the training database. The aims of the strategy group include identifying priority activities, seeking funding, and providing feedback on the database content and functionality. We also welcome feedback from CUGH conference participants on both additional trainings that we should be capturing and possible additional functionalities of the database.

**Funding:** This project received funding from the Wellcome Trust and the Alliance for Health Policy and Systems Research.

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### **Train, transfer, and sustain: Building capacity for online learning at The University of the West Indies Diploma in the management of HIV infection program**

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**Program/Project Purpose:** In partnership with The University of the West Indies (UWI), the International Training and Education Center for Health (I-TECH) and University of Washington Department of Global Health's eLearning Program (eDGH) transitioned a one-year Diploma program in the Management of HIV Infection to a blended learning platform with online courses and clinical practicum or a research project. This required a shift in pedagogy, methodologies, and technologies.

**Structure/Method/Design:** A 3-phased approach was implemented to train, transfer, and sustain the skills of online facilitation to UWI faculty and staff. Phase 1 included in-person workshops, just-in-time training, and hands-on simulations in the Learning Management System (LMS). Phase 2 utilized virtual mentoring to allow faculty and staff to apply their skills to the online environment. Phase 3 supplied them with Reusable Learning Objects (RLOs) and a detailed implementation guide for problem solving. Faculty application, experience, and satisfaction of the teaching methods were evaluated twice using questionnaires and virtual debrief discussions after a pilot of two modules and at the end of the 2014/2015 program.

**Outcome & Evaluation:** Capacity building of faculty and staff to instruct and administer a blended learning program was a critical

component in ensuring long-term sustainability, and regional scale-up in the Caribbean. To date, 20 faculty members and 4 UWI staff have completed capacity building for online facilitation of the HIV diploma program. Phase 1 data found 100% of faculty felt confident in their skills after completing the in-person workshops. Faculty noted timely support from eDGH and administrative staff throughout the program, which contributed to making the online teaching experience exceptional. Administrative staff also reported frequent use of the implementation guide, with success. In addition, 20 health care providers graduated from the program via the blended learning platform in 2015.

**Going Forward:** In its second year as a blended learning online program, the Diploma program has scaled-up to include healthcare workers from Jamaica and Suriname. It will continue to expand enrollment outside of Trinidad, refine its practicum and research components, and recruit new staff.

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### **Development of a comparative health systems global pharmacy fellowship**

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**Program/Project Purpose:** The WHO reports progress in health promotion and education among vulnerable populations is stagnating. To continue forward, health systems strengthening and innovation is needed. Pharmacists are trained to provide health education, pharmaceutical counseling, and evidence-based health research. Pharmacists' expertise in medication procurement and therapeutic equivalence promotes access to quality, cost-effective medications. Pharmacists are trained to conduct research and data analyses, tools with which to monitor evidence-based health outcomes and quality indicators. To promote global health system strengthening a two-year quality improvement (QI) fellowship was developed with the following aims: Education in principles of QI, training in implementation science to allow for systematic documentation, dissemination, reproducibility and scalability of projects, and engagement of domestic and international pharmacists to become active partners in designing and implementing changes to improve health systems in their settings.

**Structure/Method/Design:** The process for creating a sustainable fellowship included the following: 1) Reaching out to partners with whom we had existing relationships to determine interest in a comparative systems approach to QI, 2) Preliminary agreement from both sides on thematic area of research prior to identifying fellow/s, 3) Identification of mentors on both sides with expertise in the research theme, and 4) Participation by mentors and fellows in an existing QI leadership course. Goals: Develop a domestic and international cohort of