

the development of informed consent tools and addressed in order to maximize their efficacy.

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Perceived Reciprocal Value of Health Professionals' Participation in Global Health-related Work

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Background: Leading children's hospitals in high-income settings have become heavily engaged in international child health research and educational activities. Research to date on global health collaborations has typically focused on documenting improvements in the health outcomes of the developing countries. More recent discourse has characterized these collaborations with the notion of "reciprocal value", namely, that the benefits go beyond strengthening the local health systems, and, instead, that both partners have something to learn and gain from the relationship. Few studies have measured the actual reciprocal value of this work for the home institutions and for individual staff who participate in these overseas activities. Our objective was to estimate the perceived reciprocal value of health professionals' participation in global child health-related work.

Methods: A survey questionnaire was developed following a comprehensive review of literature and key competency models. It was distributed to all health professionals at the Hospital for Sick Children in Toronto with prior international work experience (n=478). Benefits were measured in the form of skills, knowledge, and attitude strengthening as estimated by an adapted Global Health Competency Model. Descriptive statistics, one-way ANOVA, post-hoc Turkey's test, and chi-square tests were conducted using SPSS 23.0. Answers to open-ended questions were analyzed independently by two research assistants using qualitative content analysis.

Findings: One hundred and fifty-six health professionals completed the survey (34%). A score of 0 represented negligible value gained and a score of 100 indicated significant capacity improvement. The mean respondent score was 57 (95% CI 53-62) suggesting improved overall competency resulting from international experiences. Mean scores were >50% in 8 of 10 domains. Overall scores suggest that international work brought value to the hospital and over half responded that their international experience would influence their decision to stay on at their home institution.

Interpretation: Global child health work conducted outside of one's home institution impacts staff and health systems locally.

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Teaching Advocacy to Health Professional Students: Advancing Global and Population Health by Training the Next Generation of Health Professionals

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Program/Project Purpose: Training local health professional students on advocacy, partnership building, international development, and the social determinants of health, will advance progress on population health locally and abroad. Physicians, in particular, can play a major role in promoting health and health equity; therefore, fostering medical students' interest in population and global health is necessary for success. The Office of Global Health at Queen's University has launched a Certificate in Global Health program to provide medical students with training on health advocacy and how to work ethically in global and public health contexts.

Structure/Method/Design: The certificate launched in 2015, and was founded on the Association of Faculties of Medicine of Canada- Global Health working group's guidelines for global health concentrations. The certificate is structured to provide students with opportunities to engage in service learning in local and international communities.

Outcome & Evaluation: 28 medical students are enrolled in the certificate. The certificate is comprised of:

- Self-directed online modules on international development, hunger, infant and child health, sexuality and gender, maternal health, infectious diseases, and non-communicable diseases
- A service-learning activity
- Mentorship
- Educational Sessions such as: Journal clubs/documentary screenings/facilitated discussions
- A placement in a low-resource setting (local or international)
- Pre-departure training for placements and
- Post-arrival debriefing.

Going Forward: The certificate program gives health professional students an opportunity to explore their interest in global health through hands-on opportunities to work in low-resource contexts and practice health advocacy. After completing the certificate program, medical students will have the essential skills they need to promote health and health equity locally and abroad, which they can take with them in their future practice. Pre/post data on students' personal and professional development in the certificate is currently being collected. We are also looking to expand the certificate to include other health professional students to enable students in public health, nursing, and rehabilitation therapy to work in inter-professional collaborations in global health contexts.

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Global Health Practice Competencies: Building Health Professionals' Capacity to Work in Global Health Contexts

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Background: Building health professionals' capacity to work in global health contexts is important to ensure future progress on global health challenges. Health professional students, particularly