

programs. This survey has shown encouraging results for a successful model of partnership.

Source of Funding: Summer Biomedical Research Program and Global REACH Program at the University of Michigan.

Abstract #: 2.059_HHR

Strengthening Human Resources for Nursing in Haiti— A Qualitative Study of a Cross-Cultural Nursing Faculty Project

N.W. Street¹, L. Mandel¹, L. Bermudez², L. Man¹; ¹Regis, Boston, USA, ²Regis, Orlando, USA

Background: In 2007, a US university renowned for nursing endeavored to create a sustainable graduate nursing program. Ultimately, a cadre of up to 40 masters-prepared nurse educators in Haiti will lead baccalaureate education delivery into perpetuity. Utilizing an educate-the-educator model, this international partnership includes three consecutive cohorts, spaced two years apart. Now in its sixth year of program delivery, we sought to assess perceived changes in professional role, leadership competency and classroom teaching skills.

Methods: Twenty-four semi-structured interviews explored participants' perceptions of program processes and outcomes. Key informants included a purposive sample (cohort participants, faculty, deans, community leaders). A French-speaking researcher traveled to Haiti and asked participants to comment on their own or observed professional responsibilities, leadership skills and teaching practices since program inception. Data were recorded, translated and transcribed verbatim, coded thematically and analyzed using NVivo 11.

Findings: Findings were grouped by overall patterns. The most salient include: 1) Increasing instances where cohort members report using their leadership skills in professional settings; 2) Enhanced collegial respect as leaders from allied health professionals, community members, peers and managers, 3) Improved competency around syllabus and curriculum development, and 4) Increasing classroom engagement.

Interpretation: Results will inform next steps in prioritizing professional development for nurses, promoting university level graduate and undergraduate education for nurses, and sustaining curriculum development and delivery of the graduate nursing program. Understanding the perceived impact of the program to build leadership, augment professional opportunities in Haiti and boost teaching capacity promotes ownership and self-efficacy among key stakeholders, and helps sustain baccalaureate nursing education in Haiti. Further, this research informs the replication of the model in other low and middle income countries.

Source of Funding: PIH/Ansara Family Foundation/Kaneb Funds Clinton- Bush Haiti Fund W. K.Kellogg Foundation.

Abstract #: 2.060_HHR

Developing an Academic Global Health Program for Medical Students: Lessons Learned from our First Year

R. Sundararajan, W.-S. Johansson, J. Mandel; University of California, San Diego, San Diego, USA

Background: The University of California, San Diego (UCSD) Global Health Academic Concentration (GHAC) was launched in 2015 in response to growing interest in Global Health careers among medical students, and recognition of an increasingly well-connected global medical community. Having completed one year of administering this program, we reflect on the strategies implemented to translate educational concepts into an effective medical student curriculum, as well as barriers we faced along the way.

Methods: GHAC accepts five incoming students per year; students receive financial support for international travel, and have required curricular elements throughout medical school. Our track has four educational goals: 1) prepare students to engage with the global community regarding health disparities; 2) provide experiences/training in Global Health research; 3) provide field experiences in global healthcare delivery and; 4) gain knowledge regarding social/structural disparities that propagate health inequities.

Findings: The program seeks to provide a holistic perspective for medical students on challenges and opportunities of research undertaken outside the United States, and in low-resource settings, through a combination of didactics, small group sessions, mentoring with a UCSD Principal Investigator (PI), and international experiences. All GHAC students are required to complete an international summer research experience between their first and second years of medical school, in a project supervised by a UCSD PI. This approach was employed to maximize the students' contribution to research while abroad, and provide close linkage for longitudinal research involvement. We also developed an elective course, held in the Spring Quarter prior to summer research travel, "Introduction to Global Health Research", required for all GHAC students. The course presents common Global Health research methodologies (qualitative, mixed methods, intervention development), explores Global Health research ethics and social determinants of health. We implemented a pre-departure workshop to brief students on country-specific issues (e.g., State Department travel warnings), safe travel practices, and cultural competency.

Interpretation: In this presentation we also note numerous issues regarding administration of medical student international programs that may be relevant to other institutions looking to implement similar programs, such as maintaining insurance coverage, establishing legal agreements with foreign institutions, student maintenance of academic standing, ethics training, and funding sources.

Source of Funding: None.

Abstract #: 2.061_HHR

Open Osmosis: Promoting the Global Diffusion of Open Education Resources

S. Tackett¹, S. Gaglani¹, K. Slinn², T. Marshall³, R. Desai⁴, M.R. Haynes⁵; ¹Johns Hopkins University School of Medicine, Baltimore, MD, USA, ²Osmosis, Ottawa, Canada, ³Osmosis, Vancouver, Canada, ⁴Stanford University School of Medicine, Stanford, USA, ⁵Johns Hopkins University School of Medicine, Richmond, USA

Program/Project Purpose: Free educational resources available online can make high quality content available to learners anywhere and may be one way to overcome faculty shortages and curricular