

63%), site-based mentors (n = 62; 66%), FICRS-F trainees at training site (n = 42; 45%), FICRS-F trainee alumni who were no longer stationed at the same site at time of training (n = 23; 24%), and other FICRS-F trainees/alumni stationed elsewhere (n = 30; 32%). The FICRS-F orientation and training experience encouraged trainees to interact with nascent and experienced health professionals. Although we had no control group, our findings suggest that the FICRS-F experience played an instrumental role in training and retaining researchers for global health.

### Evaluating the outcomes of a surgical postgraduate training program in Guyana

B. Cameron<sup>1</sup>, J. Prasad<sup>2</sup>, M. Rambaran<sup>3</sup>; <sup>1</sup>McMaster University, Surgery, Hamilton, ON/CA, <sup>2</sup>McMaster University, Hamilton, ON/CA, <sup>3</sup>Georgetown Public Hospital Corporation, Georgetown/GY

**Background:** Training competent health professionals is crucial to strengthening health systems and improving a country's health outcomes. In the developing world, the unmet burden of surgical disease exists largely because of inadequate training and retention of health workers.

Like many developing countries, Guyana faces a severe shortage of surgeons, worsened by high rates of emigrating medical professionals.

In 2006, a locally based postgraduate diploma in surgery program was established by the Georgetown Public Hospital Corporation Institute for Health Science Education and the University of Guyana to address the deficit of surgeons in the Guyanese health workforce. Initial funding was obtained from the Canadian Cooperation Fund through a partnership with the Canadian Association of General Surgeons (CAGS). Additional program support has come from McMaster University Surgical Associates and the Canadian Network for International Surgery. Between 2008 and 2012, 14 surgeons graduated from the program.

**Structure/Method/Design:** The 2.5-year course involves clinical rotations and structured tutorial modules conducted by Guyanese and visiting Canadian surgical faculty members. The training prepares surgeons to meet the general surgery needs in the secondary regional and district hospitals of Guyana.

Bonds and incentives are implemented to retain graduates of the program in Guyana. Academic appointments at the University of Guyana are provided for recent graduates. A Young Professional Housing Scheme provides housing lots and houses for graduates of the postgraduate training program. Following their training, residents have a 1-year contractual agreement to the Ministry of Health.

**Results (Scientific Abstract)/Collaborative Partners (Programmatic Abstract):** The program has benefited from a long-standing partnership between Guyanese and Canadian surgeons. The program is now locally governed and sustained by a Surgical Postgraduate Education Committee, which includes leaders from the UG medical school, hospitals, surgical faculty, Guyana Medical Council and Guyana Medical Association. Surgical registrars who are graduates of the program have been trained as course instructors, and take increasing responsibility for running the program.

**Summary/Conclusion:** Overall, the program has increased the capacity for service within the surgery department. The program has played a key role reducing the number of emigrating medical professionals. Of the 14 graduates from the program, 11 remain in Guyana. Further analysis is underway to determine the program's impact on surgical disease burden and retention of graduates. Research aimed at understanding the intention of trainees to remain in Guyana can guide changes to current practices.

### Innovation in global nursing education: A long-term community-focused collaboration between university students in Seattle and Nicaragua

K.D. Cowgill<sup>1</sup>, J. Fricas<sup>1</sup>, M. Morales Baldelomar<sup>2</sup>; <sup>1</sup>Seattle University, College of Nursing, Seattle, WA/US, <sup>2</sup>UPOLI, Rivas/NI

**Background:** This innovative program aims to create a long-term partnership between nursing programs at Seattle University (SU) and the Polytechnic University of Nicaragua (UPOLI) that provides a setting for students to learn and apply community health nursing concepts in concert with a small suburban community in southwestern Nicaragua. The students collaborate to support the community in creating the future it envisions while learning skills in data collection, management, and analysis; planning, implementation, and evaluation of research; dissemination of information; and ethical conduct of research. Development of intercultural competency is embedded in the community health partnership via the US and Nicaraguan students' engagement with each other and their collaborative work with the community.

**Structure/Method/Design:** The guiding project structure is the SEED-SCALE model, in which communities, local government, and outside experts form three-way partnerships to advance changes the community envisions for its future. In this model, the SU-UPOLI partners are outside experts who perform the functions of facilitating the community vision process, bridging between the community and local government, and generating evidence for action. The main means of generating evidence is an annual small-scale health and demographic survey that tracks demographic trends, measures the prevalence of conditions of concern to the community, and informs advocacy for and planning and evaluation of health programs.

**Results (Scientific Abstract)/Collaborative Partners (Programmatic Abstract):** The primary partnership is between Seattle University and the Polytechnic University of Nicaragua—Rivas Campus (UPOLI-Rivas); these partners work together with a suburban community in southwestern Nicaragua, its local government, and the public health agency. **Summary/Conclusion:** This past year, the program saw the successful establishment of a university-to-university partnership, the agreement of the local government to support the partners' activities, and the initiation of community involvement. Over a period of 4 weeks in 2013, 4 faculty members and 26 students worked on various phases of the project, hosting an initial meeting with the community, completing human subjects research ethics training, designing and administering round 1 of the health and demographic survey, mapping the community using GPS, and hosting a meeting to report the results to the community and discuss next steps. Challenges encountered include the short-term presence of the SU partners in Nicaragua, the difficulty of creating a true community-owned project involving the community at every stage and sustaining a year-round partnership given academic constraints, serving as an effective bridge between the local government and the community, and integrating technology into the project. Round 2 is planned for 2014.

### Pathway to professionalization: A competency-based evaluation of humanitarian aid workforce personnel during a humanitarian crisis simulation exercise

H. Cranmer<sup>1</sup>, K. Johnson<sup>2</sup>; <sup>1</sup>Massachusetts General Hospital, Center for Global Health and Department of Emergency Medicine, Boston, MA/US, <sup>2</sup>McGill University, Family Medicine, Montreal, QU/CA

**Background:** Disaster simulation exercises and drills have been introduced to training programs in many different ways in order to