

deployed to Rwanda have taught classes or given lectures related to the HRH program at Harvard-based institutions. Research, Training, Health Service Delivery: Knowledge generation and innovation has occurred in research, training, and health service delivery, including by working with PIH and Harvard-affiliated institutions to develop a Master in Global Health Delivery program.

Going Forward: Despite ongoing challenges, especially related to mentoring and supervision of faculty, the experiences of Harvard-affiliated institutions through the Rwanda HRH Program will continue to produce insights into how other U.S. academic institutions can develop streamlined processes to serve the health needs of low-income countries while strengthening their own mission.

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The OxPal Medlink: the use of synchronised distance-learning platforms to strengthen medical education and healthcare capacity in unstable environments

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Program/Project Purpose: Unstable geopolitical environments and poor infrastructure present challenges to the development of a robust medical education culture. In the Palestinian territories, the unstable security situation, limited economic resources, and travel restrictions constrain access to clinical learning. Established in March 2012, the OxPal Medlink uses a web-based, distance-learning programme to identify and support educational needs of Palestinian medical students and postgraduate trainees, aiming to strengthen local long-term capacity for education and healthcare delivery.

Structure/Method/Design: Needs assessment was conducted during two field visits to the West Bank. Using an online virtual classroom, which incorporates interactive whiteboard and presentation facilities, participants attend regular tutorials delivered by clinicians based in Oxford. Tutorials focus on developing clinical reasoning skills, which students identified as being limited by their environment. Clinical cases provided by students and tutors form the centre for real-time discussion, enabling students to direct teaching to areas of perceived need. OxPal also delivers postgraduate tutorials in psychiatry, focusing on sub-specialities such as forensic and child psychiatry.

Outcomes & Evaluation: To date, OxPal has delivered 141 tutorials in internal medicine, general surgery, paediatrics and psychiatry, engaging 150 students at three Palestinian universities. The programme is continually evaluated via online feedback questionnaires, face-to-face focus groups and semi-structured interviews with participating students, tutors and clinical faculty. In recent feedback, students reported that OxPal had positively modified their current clinical practice, with 100% of students rating tutorials as “Good” or “Excellent”, and 92% stating tutorials are “Fairly” or “Very” relevant to their future practice. Following needs assessment in April 2014, OxPal initiated a postgraduate seminar programme in psychiatry. Thus far, 3 postgraduate psychiatry tutorials have been delivered to 8 residents at various stages of training at Bethlehem Mental Hospital. All trainees reported improved confidence in subject areas following tutorials with 100% expressing intentions to register for future tutorials.

Going Forward: Following discussion with students and faculty during field visits, OxPal is looking to expand the partnership to all four medical schools in the Palestinian territories and to introduce further specialist seminars and mentorship for postgraduate trainees

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Innovations in global health education: A global interprofessional collaboration

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Program/Project Purpose: Schools of nursing around the world are interested in integrating global health into their curriculum. Curricular innovations related to creating and implementing global health courses must address the needs of all partners: students; host community; and home institution/faculty in order to insure the development of programs that are ethical, sustainable and meaningful.

Structure/Method/Design: A group of international, interprofessional healthcare experts has convened to share lessons learned, evidence-based best practice and next steps for global program development in schools of nursing. International, Interprofessional Team (ITT) members, Global program director from Toronto, Pilot program director from a state university in California (first of its kind, credit-toward major clinical), Global partner representatives (MPH and nursing), Global program developer and international faculty member.

Outcomes & Evaluation: Service: stakeholder engagement activities; identifying nursing-focused service projects which meet community needs; assessing community capacity and addressing health concerns with sustainable interventions. Learning: meeting nursing's strict clinical course requirements in an international setting; the importance of preparation and follow-up meetings including the importance of debriefing; reflective journaling; stages of change - working with administration and faculty to understand and embrace international clinical experiences. Evidence-based practice Team members have been involved in research on the following subjects: driving forces, obstacles and opportunities for global program participation in US schools of nursing; community-based participatory research; interprofessional pedagogy in global health education; evaluation tools for global nursing courses. Existing literature on the subject of global experiences for students has been thoroughly reviewed and integrated into the team's approach. Team members will identify high-impact resources and will discuss how this evidence has been used in developing successful programs.

Going Forward: Nursing is at a critical juncture and has an opportunity to identify its role in global health education. The Team aims to educate nursing leaders on ways to integrate ethical and evidence/informed based practice as they develop and implement global programs. These principles guide schools of nursing as they develop effective community health partnerships while ensuring meaningful educational opportunities for students. Future steps include