

student health care providers and interprofessional collaboration. Our goal is to provide our students with an experience that integrates interprofessional education and cultural awareness amidst a short-term global health experience.

Structure/Method/Design: We designed a Global Health elective for nursing and medical students at Vanderbilt University that would allow students to: Develop cultural humility and informed engagement. Describe and demonstrate appropriate roles of visiting health care providers through participation in sustainable, ethical, and mutually beneficial relationships with the host institutions. Acquire knowledge and skills in the management and education of chronic diseases in resource-limited settings. Learn from and demonstrate interprofessional collaboration. Students were selected through a competitive application process.

Outcomes & Evaluation: The elective included a twelve-week didactic component including medical Spanish, global health ethics, Nicaraguan geopolitical history, health systems, chronic disease education, interprofessional collaboration, and cultural awareness. Each student was assigned to two different interprofessional teams for a patient education and service project. Education teams developed interactive patient education materials in diabetes, obesity, or hypertension- topics chosen by our Nicaraguan colleagues. Service teams coordinated medical supplies, eyeglasses, or the preparation of a journal club event in Nicaragua. The course included an experiential component consisting of a trip to Nicaragua with many opportunities that allowed students to engage in a meaningful global health experience with local providers and patients. Students participated in patient education, health screenings, and supervised patient interaction while learning about the local health care system. The Journal Club facilitated a time for local providers and students to discuss the approach to management of diabetes in resource-limited settings. The experience concluded with a student led poster presentation and discussion with other Vanderbilt students, faculty, and staff.

Going Forward: Initial evaluation has included surveys of students and local providers. We can improve the course by incorporating interprofessional competencies and milestone-based evaluations for students. We also aim to broaden this experience to a longitudinal program incorporating former students to aid in design, implementation, and evaluation of the course.

Funding: The Vanderbilt School of Medicine, Vanderbilt School of Nursing, Vanderbilt Diabetes Center, and student fundraising have funded this program.

Abstract #: 01ETC028

The Afya Bora Fellowship in Global Health Leadership: dual mentorship to strengthen the next generation of African health leaders

C. Farquhar¹, L.P. Newman¹, Y. Mashalla², G. O'Malley¹, E. Seloilwe², O. Gachuno³, T. Otero³, D. Urassa⁴, E. Tarimo⁴, D. Nakanjako⁵, N. Sewankambo⁶, Y. Manabe⁷, K.B. Ousman⁸, S.A. Chapman⁹, M. Muecke¹⁰, D.J. Wiebe¹⁰, J. Voss¹, J.N. Wasserheit¹; ¹University of Washington, Seattle, WA/US, ²University of Botswana, Gaborone, Botswana, ³University of Nairobi, Nairobi, KE, ⁴Muhimbili University of Health and Allied Sciences, Dar es Salaam, Tanzania, ⁵Makerere University College of Health Sciences, Kampala, UG, ⁶Makerere University, Kampala, UG, ⁷Johns Hopkins University, Baltimore, MD/US, ⁸Johns Hopkins University, Baltimore, MD/US, ⁹University of California, San Francisco, San Francisco, CA/US, ¹⁰University of Pennsylvania, Philadelphia, PA/US

Program/Project Purpose: Mentorship is critical to develop effective leaders. The Afya Bora Fellowship in Global Health Leadership

program, a consortium of four African and four U.S. universities formed in 2008, has incorporated a robust dual mentorship component into its training of over 70 fellows. Each Fellow was assigned two mentors to guide professional growth over the fellowship period. Here, we evaluate 39 Fellows' experiences with their mentors between 2012 and 2014, and identify how these relationships prepare Fellows to lead major health programs in Botswana, Kenya, Tanzania, and Uganda.

Structure/Method/Design: As part of their 12-month training, Afya Bora Fellows participate in two 4.5 month experiential learning attachments in the African countries. The attachments take place at pre-accredited "attachment sites", which include governmental (Ministries of Health) and non-governmental organizations (NGOs). Fellows were assigned a Primary Mentor, who is an academic member of the Fellowship Working Group, and a Site Mentor, who is a senior supervisor at the Fellow's attachment site. Mentors assist in providing support to each Fellow to achieve Fellowship objectives and personal goals, and to gain insight into the realities of building a successful career. Evaluations from the Fellows on both mentors were collected once after the first attachment site rotation (January) and again after the second rotation (June).

Outcomes & Evaluation: Content analysis of Fellow interview and journal data showed Fellows were positively impacted by their relationships with mentors. Key domains of mentor influence included relationship attributes ("friendship and support"), scientific knowledge and skills ("teaching/guiding me on how to conduct official research"), provision of feedback ("he gives constructive feedback to my work every time we meet"), career or other guidance ("she advised me to apply for a job...luckily I was taken for that position"), and professionalism ("keeps his word and time despite busy schedule"). Fellows reported some differences between Site and Primary Mentors. Primary Mentors were better able to provide emotional support for professional issues ("discussed culture shock/adjustment") and encouragement for Fellows to go outside their comfort zone ("urged me to work tall and take up distinctive tasks...without fear/hesitation"). Site Mentors were better able to serve as an advocate for attachment site assignments ("prepared the ground for orientation, information, and technical assistance from her and other staff").

Going Forward: Dual mentorship can provide a rich range of complementary skills and expertise that is valuable to Fellows, including modeling professional behaviors and teaching specific skills. This aspect of the Afya Bora Fellowship is of great value to participants and will continue for future cohorts.

Funding: The President's Emergency Program for AIDS Relief, Office of AIDS Research, and US Health Resources and Services Administration.

Abstract #: 01ETC029

Let's talk: Intercultural dialogue on sexual orientation in global health

A.C. Finnegan¹, M.J. Westerhaus²; ¹University of St. Thomas, St Paul, MN/US, ²Center for International Health/University of Minnesota/SocMed, St Paul, MN/US

Program/Project Purpose: The ability to dialogue with individuals with whom one disagrees is integral to working across difference and building partnerships in global health. In Uganda, the subject of sexual orientation offers a controversial subject for such skill building. In Uganda and abroad, this issue raises raw emotion, religious rhetoric, childhood stories, human rights-based talk, activism, and animated debate. SocMed - a non-profit committed to transformative