

Going Forward: Ongoing challenges: UHC can only meet its goals with the necessary human resources. Well designed and implemented programs that address the shortcomings of the SSY may incentivize graduating medical students to complete their year in rural areas, empower them to improve the quality of care they provide, and inspire them to continue caring for the underserved throughout their careers. Unmet goals: CES plans to continue expanding the program to other states so that more students can experience a truly transformative SSY. How may future program activities change as a result? Each state in Mexico's decentralized health care system is unique, and ongoing program implementation will need to adapt to each context.

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An interdisciplinary approach to improving health research capacity in Haiti: The research training to research project model

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Program/Project Purpose: Building research capacity is pivotal to improving health outcomes and infrastructure in resource-limited countries. The Global Health Initiative at Henry Ford Health System in Detroit is contributing to longer-term health strengthening through a “Research Training to Research Project” model. In August 2014, an inaugural three-day training workshop was held at Quisqueya University School of Medicine in Port-au-Prince in response to an expressed need for increased research training. The objectives of this workshop included: 1) increasing research knowledge and infrastructure in Haiti; 2) improving international and interdisciplinary collaboration; and, 3) strengthening research capacity to facilitate implementation of a health needs assessment in Haiti.

Structure/Method/Design: The twenty-nine participants included medical students, faculty, and Community Health Workers (CHWs); presenters included representatives from Wayne State University, Quisqueya University, the Haitian Ministry of Health, the Haitian National Bioethics Committee, and the Services de Santé de Qualité pour Haïti Program. The above participants and stakeholders were recruited based on existing collaborations. Research ethics and methodologies were taught through both lectures and group activities. Evaluation included pre- and post-knowledge tests and assessments of individual lectures and overall content. The workshop also introduced a forthcoming project conducting surveys on healthcare utilization in Haiti. This provides a research project to implement the lessons learned and gather important data, ultimately demonstrating a sustainable training model.

Outcomes & Evaluation: Objectives were achieved. Evaluation data indicate knowledge about research ethics and methods increased 27.2%. In the post-test, 100% of participants accurately defined Team Science and Community-Based Participatory Research, the main workshop presentation themes. Including CHWs in the workshop

combined academics and practitioners, reinforcing the importance of community-based approaches for health research and program implementation. All participants thought the general quality of the course was ‘excellent’ (79%) or ‘good’ (21%). 87.5% found the course ‘very useful’ to their training and education.

Going Forward: Results indicate this training workshop effectively improved research knowledge and capacity in Haiti. Workshop costs (\$6,800.00) were low compared to these benefits. Moving forward, our plans include analyzing the cost/benefit of different delivery models of training, including a teleconferencing series, a web-based training module, and a 15-week university course on community health research. Now that approval has been obtained from the Haitian National Bioethics Committee, phase two will train these same workshop participants to launch the healthcare utilization assessment project. Additional adapted workshops are planned with the Haitian National Laboratory, in combination with training to conduct malaria surveillance studies. Additionally, the GHI plans to adapt and conduct similar workshops in other Program countries, including Guatemala and Suriname. Using this “Research Training to Research Project” model can strengthen health capacity in resource-limited settings.

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A preparatory emergency medicine and global health elective for medical students embarking on short term global health service programs in Haiti

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Program/Project Purpose: Structured preparation for medical students embarking on global health initiatives is critical. Student-led, bidirectional, peer-to-peer medical education programs in Haiti have been underway for three years at Icahn School of Medicine at Mount Sinai (ISMMS) in collaboration with Medical Students for Haiti (MS4H). One of these programs focuses on emergency medicine (EM) skills and basic life support (BLS) certification taught by American medical students to their Haitian counterparts at Université Quisqueya (UniQ). This program includes an increasingly structured preparatory elective for ISMMS peer instructors emphasizing topics in EM, culturally appropriate care, public health, and pedagogy.

Structure/Method/Design: Module topics for the EM skills instruction included the general approach to the ill or injured patient, BLS instructor certification, managing wounds and burns, and splinting fractures in the field. Curricular material was modified from a course at ISMMS for first year medical students. Principles of teaching with an interpreter and cultural topics were integrated into these sessions which were taught over a 3-month period by EM faculty. Peer instructors were required to present their assigned EM topics in an evaluated setting and the experience culminated in a one-week trip to Haiti teaching students at UniQ.

Outcomes & Evaluation: To date, 16 medical students in their 1st or 2nd year at ISMMS and 4 EM residents have participated in the preparatory educational component of this project. The students were successful in certifying 115 medical students at UniQ in BLS over a period of two years. Survey responses indicated that 100% of ISMMS students rated their overall experience as “Good” or “Excellent” on a 5-point scale ranging from “Poor” to “Excellent”. 100% of students rated their preparation for the trip as “Good” or “Excellent”. Feedback from students at ISMMS indicated a desire for more structured