

asked to report on expansion of partnership opportunities through GEMx.

Outcomes & Evaluation: Based on their responses to open-ended questions, the participating partner schools indicated that the GEMx application system could be useful in promoting transparency because schools can promote the exchange opportunities they provide. Two schools formed new partnerships during the initial phase of GEMx. While virtual meetings could be used for information sharing, face-to-face meetings were thought to increase familiarity and promote engagement that would provide the basis for formation of virtual relationships. Some representatives of partner schools recognized the need for additional effort on the part of their schools and stated that dedicated staffing and time were needed to support these efforts. GEMx regional meetings are planned to foster a sense of community that can support virtual team formation and foster multi-institutional collaboration.

Going Forward: Global virtual partnerships may not work without the integration of face-to-face meetings establishing an atmosphere of trust in order for global virtual partners to collaborate. The identification of common needs and goals of partner schools by a facilitator

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Implementing and evaluating a sustainable early child development program in Limpopo, South Africa: A pilot study

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Background: According to the World Health Organization, inadequate cognitive stimulation affects 20-25% of children in the developing world, resulting in an estimated 20% loss in adult productivity. Consistent evidence from early child development (ECD) literature states that interventions providing increased cognitive stimulation or learning opportunities to young children significantly increase cognitive and social-emotional competence later in life. The purpose of this study was to determine the suitability and feasibility of an ECD assessment tool and program to improve ECD in Limpopo, South Africa.

Methods: A mixed-method approach was used to determine the feasibility and cultural acceptance of an ECD assessment tool and intervention. The sample consisted of 18 primary health nurses employed in the Vhembe Health District of South Africa. Focus groups were conducted to select an appropriate assessment tool and discuss the barriers and feasibility of implementing an ECD program. The Ages and Stages developmental screening tool and the CAT/CLAMS developmental assessment tool were taught and discussed with the focus group participants. An educational intervention was used to teach nurses about ECD, the ECD program, and ECD interventions for parents. Knowledge surveys were used to compare pre-existing and learned content related to ECD. Quantitative data were analyzed using descriptive and inferential statistics to compare pre- and post-intervention knowledge. Qualitative data were analyzed using conventional content analysis.

Findings: The Ages and Stages program was most feasible for this population. Knowledge of ECD significantly improved after the educational intervention ($p < 0.0001$). Nurses believed that ECD monitoring and interventions are needed to improve child health;

however, time constraints, cultural and language modifications, financial concerns, and administrative challenges were identified as barriers to implementation.

Interpretation: Overall, a child development monitoring program using low-cost and culturally appropriate tools is feasible in this community. Limitations include time, cultural barriers, and a small non-generalizable sample. Future research includes assessing children using a culturally adapted tool and increasing the area of screening and participation.

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Reflection and debriefing: Tools for fostering student emotional learning during and after international health electives

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Program/Project Purpose: During international health electives (IHEs) medical students experience the challenge of working in resource-limited healthcare settings firsthand. In addition to the mental and physical challenges related to their clinical, laboratory, and scholarly work, students often experience challenges that are emotional in nature. To help students identify and explore these emotional challenges, the Center for Global Health Education at the University of Texas Medical Branch (UTMB) piloted a Reflection and Debriefing assignment for students participating in summer 2014 IHEs. This assignment had two components: A written reflection narrative, and attendance at an optional debriefing session three weeks after the IHE. For the reflection narrative, students described and critically reflected on a specific experience during their IHE that had a significant emotional impact on them. The debriefing session was a faculty-facilitated discussion on ethical, moral, and emotional challenges experienced during the IHE; as well as readjustment to life at home. Reflective writing and debriefing are techniques that have benefitted students and professionals returning from emotionally-charged situations, helping them process and learn from the situation, preventing burnout, and fostering professional identity formation.

Structure/Method/Design: The goal of this assignment is to identify and help students more effectively process emotions, challenges, and ethical dilemmas potentially encountered during IHEs. Participants in the assignment include all students who travelled on IHEs through UTMB. Completing the reflection narrative is required to receive credit; while debriefing session participants were self-selected. Faculty mentors are available to assist students throughout the IHE and reflective writing process to encourage assignment viability.

Outcomes & Evaluation: Forty-nine students completed reflection narratives and nine students participated in the debriefing session in summer 2014. To measure the effectiveness of the assignment's ability to identify and help students process emotions, challenges, and ethical dilemmas potentially encountered during IHEs, monitoring and evaluation will be conducted by analyzing the content of the reflection narratives through an analysis of key words, and by analyzing the results of an evaluation survey for the debriefing session. Evaluation questions assessed the session's ability to help students explore, process, and better understand their emotions during and after their IHE.