

faculty, staff, and students. JHSON students have also become increasingly concerned with the need to address not just diversity, but also cultural humility, respect, and inclusion within the curriculum and institutional culture. In late 2014, a group of students initiated a process for constructive and respectful information gathering and sharing on issues related to diversity and inclusion, such as how these are reflected in curriculum, institutional policies and practices. Over the year, a working group of the JHSON Diversity & Inclusion Committee with the support of Dean Davidson, hosted listening sessions with students, faculty and staff to inform recommendations for improving cultural humility, diversity, and inclusion at JHSON. Sessions revealed both crosscutting and role-specific concerns, and generated action-oriented recommendations that respect and build on existing strengths and efforts to improve diversity and inclusion.

Outcome & Evaluation: This inclusive process has sparked ongoing dialogue and engagement in building a more inclusive and respectful community at JHSON knowing that the collective barriers we face can only be addressed with the human capital we share. This presentation describes a student-initiated, multi-phase, inclusive process to foster institutional action to improve diversity and inclusion at Johns Hopkins School of Nursing (JHSON).

Going Forward: Recognizing nursing's imperative to prepare our workforce to serve diverse populations, JHSON students, faculty, and staff are collaborating to translate our diversity values into practice.

Abstract #: 2.025_HRW

Education through empowerment: A novel global health track model for residency programs

D. Montoya-Williams¹, A. Ortega², B. Keith¹; ¹University of Florida Department of Pediatrics, Gainesville, Florida, USA, ²Children Beyond Our Borders Inc., Orlando, Florida, USA

Program Purpose: The University of Florida (UF) pediatric residency program established its Global Health (GH) track in 2013. Through the program's permitted autonomy, a novel resident-led public health service trip was developed. The program was designed in coordination with Children Beyond Our Borders, Inc. (CBOB), an established non-profit organization focused on empowering internally displaced children in Latin America through education. The project aim was to pair the organization's mission with the resident's medical and public health interests.

Design: A resource-poor community in Colombia was identified as the program site through an existing collaboration established by CBOB and community needs were assessed. Formal resident pre-trip didactic sessions were led by dedicated GH faculty at UF and focused on learning how to carry out public health initiatives abroad as well as preparing others for public health service work abroad. The resident then established an international volunteer program, held staffing interviews and created a pre-trip preparation curriculum for volunteers. Departmental funding was provided for the GH resident's expenses; volunteers supported their own expenses through local fundraising efforts. Based on the pre-trip community needs assessment, the resident and five volunteers provided interactive public health talks and comprehensive medical history screening for 250 children over a two week period.

Evaluation: Program volunteers were surveyed after their trip and uniformly reported high levels of satisfaction and a desire to engage

in future global health. The community in Colombia has also requested a continued public health volunteer presence.

Going Forward: Given this initial success, logistical planning for biannual resident-led trips is underway, although resident staffing and funding remain an ongoing challenge. This non-traditional residency elective represents an innovative global health track model in which the resident is both learner and teacher of global health engagement. It encourages the development of leadership, organizational and didactic skills. In addition, it allows residents to pursue a productive international experience while developing an understanding of the skills necessary for successful, sustainable global health experience development. We believe this global health elective model builds the foundation for a more ethical and informed global health career.

Abstract #: 2.026_HRW

Educational intervention on HIV and AIDS in a group of adolescents who attend secondary school

A. Moreano¹, M. Reyes^{1,2}, C. Quiñones^{1,2}, R. Rios^{1,2}; ¹Universidad Peruana Cayetano Heredia, Lima, Lima, Peru, ²SCORA IFMSA Peru, Lima, Peru

Background: Medical students staged an intervention to a secondary school to determine the level of knowledge that the students had on HIV-AIDS, give out preventive methods against HIV and AIDS and sensitize the population about the importance of acceptance of people living with these diseases.

Methods: A pre-test about HIV and AIDS to students was conducted. Every medical student is presented to the class. College students and medical students formed groups. Each group was given cardboard where they wrote what they think is HIV, AIDS, how it spreads and how it cannot convey. A representative from each group (school student) presented his cardboard in front of the class, and then 2 medical students presented the theme and answered the questions that arose from the contrast of the exhibits. A medical student told the class the symptoms of HIV and AIDS, what institutions may attend and links to more information, supported by a brochure. The correct use of condoms was taught with mock-ups, and then every school student showed what they learned with the mock-up and a condom per person. New student groups staged several instances of discrimination against people with HIV and AIDS. Students are asked how they felt at seeing or being discriminated against for having HIV-AIDS and what they think about it.

Findings: We worked with a group of 35 teenagers and inconsistencies were observed in their knowledge about HIV and AIDS, it was learned that they did not know their sexual and reproductive rights, and had not led sex education classes. Upon completion of the intervention, students were more informed and prepared for STI prevention issues and acceptance of people living with HIV and AIDS.

Interpretation: Interventions of this type are very useful and necessary in schools, but should be integrated into the school curriculum a course in sex education to provide the knowledge necessary for a healthy life, for a program like this no time to strengthen the knowledge and awareness deeply.

Funding: IFMSA UPCH.

Abstract #: 2.027_HRW