

faculty in all disciplines. The desired result is a health workforce that is prepared to respond to today's global health challenges.

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### Utilizing public health nursing competencies in global health programs

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**Program/Project Purpose:** A team of multi-site community/public health nursing (C/PHN) faculty is exploring how to utilize the Quad Council Competencies for Public Health Nurses (2011) in C/PHN in global health settings. The team is currently conducting research and advocating for the utilization of the competencies in baccalaureate nursing education focusing on education, practice, and research. The project began in 2013 and continues to expand to a global scope. The purpose of the project is to build and evaluate a national and global nursing workforce that meets the needs of the 21<sup>st</sup> century for improved population health, population focused care and community based networks at the national and global levels.

**Structure/Method/Design:** The outcomes for this session will be to describe the demographics of academic/clinical faculty teaching C/PHN in baccalaureate schools of nursing that use global health modalities/clinical practicums; validate and differentiate the knowledge, skills and attitudes of community/public health nursing faculty utilizing the 2011 Quad Council Competencies for Public Health Nurses; determine the difference among knowledge, skills and attitudes of academic/clinical C/PHN baccalaureate faculty for each competency domain. Faculty were recruited through regional champions, and active, recruiting at regional and national conferences. Students were self-selected from the multi-site programs utilizing the competencies. Viability is encouraged by linking competencies across the curriculum, linking professions across the university, nationally and globally.

**Outcome & Evaluation:** Outcomes to date establishment and growth of a coalition of baccalaureate faculty teaching community/public/population nursing courses; launched a monthly online learning community with baccalaureate faculty. Initiated an online survey to validate knowledge, skills, and attitudes of C/PHN faculty; completion date December 2015 Evaluation will be conducted through the analysis of the survey; on-going dialogue with Quad Council regarding competency based learning in nursing programs; and utilization of the Clinical Evaluation Tool for local and study abroad programs in community/public health nursing.

**Going Forward:** Ongoing challenges: multiple universities with different governing bodies, time zones, varied State Boards of Nursing regulations; funding for research; incorporation of the SDGs across education, work and practice. The desired result is a C/PHN workforce prepared to respond to the challenges in global health today.

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### Bidirectional global health education: The RVCP-Jefferson exchange program

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**Program Purpose:** In 2007, Thomas Jefferson University (TJU) partnered with the Rwanda Village Concept Project (RVCP) to develop a clinical exchange program for Rwandan medical students. Directed by a resident and faculty global health clinical mentors across the Departments of Pediatrics, Family and Community Medicine, Emergency Medicine, Surgery, and Obstetrics and Gynecology, the program is designed to introduce Rwandan medical students to the many dimensions of clinical medicine in the United States.

**Program Design:** Jefferson selects 3 Rwandan students per year through a rigorous essay and interview process for two-month long TJU rotations focused on primary care and community health. One of the main educational goals of the program is to expose Rwandan students to different clinical and community-based approaches to prevention, diagnosis, and treatment of non-communicable disease. Other educational areas of focus include research, population health, and physician advocacy.

**Outcomes and Evaluation:** Twenty-four Rwandan students have successfully completed this exchange program. Students who have completed this exchange program have graduated from the National University of Rwanda to practice in a variety of medical fields; in addition, several of the students who have completed advanced degrees in public health, clinical research, and health policy. These students are now healthcare leaders in the private, public, and non-profit health sector of Rwanda. The personal and professional networks that have emerged as a result of this program have provided the foundation for interdisciplinary peer mentorship across multiple levels of learners. We are currently in the process of evaluating the impact of this program and mentorship network through in-depth interviews with participants.

**Going Forward:** In 2011, Jefferson started building a clinical program in Rwanda for senior medical students, residents, and faculty. Focusing on the principles of reciprocal education, the foundation of this program is the RVCP-Jefferson peer mentorship networks. Through these networks, members of the TJU community have the opportunity to work clinically with the exchange RVCP graduates at different institutions within the Rwandan health sector. This type of collaborative, bidirectional program in global health education has the potential to build local and international global health capacity in a way that is fundamentally more equitable and relevant to the future of global health practice.

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### The role of the University of Minnesota Global Health Chief Resident in Minnesota and Tanzania

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**Program Purpose:** There is a growing need to incorporate global health (GH) education into United States (US) residency curricula.