

**Interpretation:** Results obtained show and demonstrate us that in fact GH is an unknown science in Mexico, there is a high support of different key actors from international to local level. This position will convert obstacles in opportunities, promote more research on medical education and innovation in Mexican workforce agenda. The strategy could shift the paradigm of regular training, drive the connection between academia and health systems and prioritize healthcare of the most vulnerable in Mexico by improving human resources during their specialization.

**Funding:** None.

**Abstract #:** 1.017\_HRW

### Kuskaya: an interdisciplinary training program for innovation in global health

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**Program Purpose:** Globalization has produced a heightened awareness of problems affecting public health that require the expertise and collaboration of multiple disciplines to effectively implement change. KUSKAYA: An Interdisciplinary Training Program for Innovation in Global Health, is led by the University Peruana Cayetano Heredia (UPCH), Lima, Peru and the University of Washington (UW), Seattle, USA, supported by the Fogarty International Center, which aims to provide terminal degree students from different disciplines with training and practical research experience to develop and evaluate innovative policies, products and processes in global health. Kuskaya means “working together” in Quechua, a Peruvian language.

**Structure:** KUSKAYA pairs US and Peruvian Fellows from diverse fields (including architecture, anthropology, health sciences, economics, policy and engineering) to conduct multidisciplinary research projects, guided by US and Peruvian mentors. They receive training in leadership, research ethics and integrity, implementation science, and key skills related to the research life cycle while conducting a 1-year pilot global health research project.

**Outcome & Evaluation:** In the first year of the program, we chose eight Fellows from 46 applications which formed three research teams: 1) One health; 2) Climate change and health, and 3) Pharmacies, TB and Information and Communication Technologies. Fellows participated in key activities during their training, including the COP 20 in December 2013 in Lima, Peru, various symposiums and conferences, and won several awards for abstracts and oral presentations. In the second year of the program, we have received 72 applications, and chose 12 Fellows and 3 Senior Fellows to form 8 research teams.

**Going Forward:** Young professionals in disciplines not historically integrated in health research are seeking opportunities to make a positive impact in public health. KUSKAYA's strategy of selecting outstanding students from varied disciplines, and training them in health research, is an effective and novel approach to global health training, allowing Fellows to gain experience

in international collaboration and inspire innovative projects that are expected to have a positive impact on public health in Peru.

**Funding:** This program is supported by NIH research training grant #D43TW009375 funded by the Fogarty International Center of the U.S. National Institutes of Health.

**Abstract #:** 1.018\_HRW

### An environmental survey of existing undergraduate global health programs

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**Program/Project Purpose:** We reviewed, critically analyzed and compared all existing Bachelor's-level global health programs offered in English to inform the development of an undergraduate curriculum that is innovative, student-centered, and poised to create future global health leaders.

**Structure/Method/Design:** The identification of existing undergraduate global health programs was conducted in February 2015 by searching the Consortium of Universities for Global Health Database and official university websites. We identified fourteen suitable undergraduate programs that focus on global health, are majors towards a bachelor's or joint bachelors-masters degree, and are offered in English. We compiled data from publicly available information published online by the universities.

**Outcome & Evaluation:** There are substantial differences in the oversight, structure, accreditation and teaching methods in global health undergraduate programs. Each school addresses its mission by providing graduates with core competencies to facilitate their entry into the workforce or continuing studies. By comparing commonalities between the fourteen curricula, we identified six areas of taught competency, including epidemiology, statistics, secondary language, dissertation, field experience and study abroad programs. We identified several overarching themes, including a strong practicum requirement, basic epidemiology, statistics, and research methods training, interdisciplinary courses, a final year thesis project, a tendency of the program to attract pre-medical students, opportunities for international experience, and recommendation of further academic training. Our analysis also included commonalities and differences related to the taught content, methodology, use of technology, philosophy of curricula, student career trajectories and key deliverables.

**Going Forward:** This study serves to outline existing curricula and contribute to developing a standardized degree for undergraduate global health education. These programs have the potential to engage students, practitioners and faculty in innovative and interdisciplinary approaches, such as out-of-the-classroom learning and inter-professional collaboration. This survey also demonstrates that there is a lack of standardization for undergraduate global health education. Thus, there is an urgent need for conversations regarding