

education. Each session is structured to be an informal, interactive learning environment. Invited speakers and student moderators co-facilitate sessions to foster collaborative learning for those in attendance. Sessions are open to all interested students, professionals, and academics. Thus, the Series promotion and recruitment efforts are aimed at multiple global health organizations and universities to bring diverse, multidisciplinary perspectives to the table. To ensure the Series remains a viable source for informal global health learning, new speakers and topics are presented each year. Popular sessions have been offered two years consecutively. Furthermore, session attendees play a significant role in shaping topic selection and session content. The goal is to create a global health community of actively networking and collaborating professionals.

Outcomes & Evaluation: Ongoing evaluations of the Series are conducted for each session through post-session surveys sent to attendees. In addition to asking questions about overall satisfaction, we assess how well the Series is highlighting key global health competencies and which skills/attributes attendees would like to develop through participation. Preliminary results from the 2014-2015 evaluations indicate that the Series effectively addresses the following competencies: socio-cultural/political awareness and health equity/social justice. Additionally, increase professional knowledge on a specific topic, develop a tangible skill set that can be applied in practical settings, networking with other professionals, and collaborating with academics from other disciplines, are the most frequently cited skills/attributes attendees seek to develop through participation.

Going Forward: On-going challenges include: low recruitment/attendance of students and professionals outside of UofT and lack of funding to bring in speakers outside of those available locally. Attendee feedback in the evaluations has also indicated a need for more professional development sessions so we will be collaborating with professional organizations to run global health skills development sessions.

Funding: No funding.

Abstract #: 02ETC028

An interprofessional (IPE) educational collaboration across borders with measurable outcomes: A case report

L.B. Glickman; U of MD, Baltimore, MD/US

Program/Project Purpose: The purpose of this presentation is to describe an innovative project. The project is built on a collaborative partnership between leaders from the Kachere Rehabilitation Centre (Kachere), in the less-resourced country of Malawi and an Interprofessional (IPE) team of US-based graduate professional students and faculty from the University of Maryland, Baltimore. Through initial collaborations and ongoing discussions, a multi-purposed activity was developed and executed with sustainable activities that met the research-based and educational needs of the partners. The project was built on existing frameworks, experiences, research-based evidence, campus direction, student/faculty needs, in-country supports, and concrete expectations. The project period started summer 2013, was actively implemented in 2014, with ongoing sustainability plans through 2015, and beyond.

Structure/Method/Design: This project had several purposes, based on structured and unstructured activities, reflective practices, extensive formal and informal communication means, and featured several deliverables. The innovative aspect of this project was the "pairing" of research, education, cultural competence development, sustainability, and IPE collaborations with successful outcomes. Student and faculty participants were selected through a "call" for grant

submissions and a competitive application process in 2013. The basis for this project's sustainability and capacity building is the collaborative partnership begun in 2013 and actively implemented in 2014, with continuing discussions and future planning.

Outcomes & Evaluation: This project's global IPE experience had a significant impact on US and Malawian partners beyond the initial project expectations. IPE students described how the experience would transform their cultural perspectives/sensitivities and career as a healthcare provider. Kachere staff are using the provided visitor team's educational materials to modify practice applications and for future educational supports. Research study results provided the evidence and incentive for small successful changes, both as a staff motivator and generator of new ideas. There is also a good possibility of integrating the study findings into the Centre's long and short-term goals, objectives, and strategies. Lessons learned from this project included the importance of partnerships, collaborations, sustainability, communications, flexibility, patience, adaptability, and cultural sensitivity.

Going Forward: Ongoing challenges include the need for culturally-sensitive planning and communications to both respect cultural differences between the professionals in two diverse countries, yet facilitate the implementation of change activities, the need for project funding to sustain ongoing collaborations, and on-the-ground regular funding streams for program implementation beyond the "great" ideas and realistic expectations. To date, there are no unmet short-term goals. Long-term unmet goals are the need for continued collaborations to brainstorm sustainable implementation ideas brought to the surface in 2014.

Funding: University of Maryland, Baltimore, Center for Global Health Education Initiatives

Abstract #: 02ETC029

Cervical cancer screening education in Ethiopia: Challenges and opportunities

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Program/Project Purpose: Cervical cancer is the second most common cancer and the second leading cause of cancer deaths among women 15 to 44 years of age in Ethiopia. Estimated 27 million women over the age of 15 years are at risk for cervical cancer with 7,095 cervical cancer cases and 4,732 cervical cancer deaths occurring annually in Ethiopia. However, only 0.6% of women ages 18 to 69 years obtain cervical cancer screening due to lack of awareness, resources, screening tests and trained health care professionals. Single visit (see and treat) approach using visual inspection with acetic acid (VIA) has proven effective in low-resource countries like Ethiopia. The purpose of this study was to assess knowledge and clinical skills of cervical cancer screening coupled with an educational intervention among medical students in Ethiopia. This project was conducted over one month period in October of 2013.

Structure/Method/Design: This study consisted of pretest, posttest, video of power point presentation on cervical cancer screening, and speculum examination on a pelvic model. Pretest and posttest surveys assessed knowledge and clinical skills of cervical cancer screening. The post test survey consisted of open ended questions about cervical cancer screening guidelines and education provided. Subjects were medical students in clinical years 4 through 6 at St Paul's Hospital Millennium Medical College in Ethiopia. The study was announced to students during their regular didactic session and participation solicited. Participation was voluntary. Analysis consisted of calculation of pretest and posttest scores and identification of themes from open ended questions.